

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140156      P015B140156

Univ of Utah

**The Intermountain Consortium for Latin American Studies  
(University of Utah and Brigham Young University)**

**Application for**

**Undergraduate National Resource Center**

**And**

**Foreign Language and Area Studies Fellowships Program**

**CFDA No. 84.015 A & B**

**FY 2014-2017 Competition**

**June 30, 2014**

**Intermountain Consortium for Latin American Studies  
University of Utah and Brigham Young University**

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**Application for Federal Assistance SF-424****\* 1. Type of Submission:**

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

**\* 2. Type of Application:**

- ☐ New  
☒ Continuation  
☐ Revision

**\* If Revision, select appropriate letter(s):****\* Other (Specify):****\* 3. Date Received:****4. Applicant Identifier:**

N/A

**5a. Federal Entity Identifier:**

N/A

**5b. Federal Award Identifier:**

N/A

**State Use Only:****6. Date Received by State:****7. State Application Identifier:****8. APPLICANT INFORMATION:****\* a. Legal Name:** University of Utah**\* b. Employer/Taxpayer Identification Number (EIN/TIN):**

87-6000525

**\* c. Organizational DUNS:**

0090953650000

**d. Address:****\* Street1:**

1471 E Federal Way

**Street2:****\* City:**

Salt Lake City

**County/Parish:****\* State:**

UT: Utah

**Province:****\* Country:**

USA: UNITED STATES

**\* Zip / Postal Code:** 84112**e. Organizational Unit:****Department Name:**

Center for Latin American Stud

**Division Name:**

College of Humanities

**f. Name and contact information of person to be contacted on matters involving this application:****Prefix:**

Dr.

**\* First Name:**

Rebecca

**Middle Name:****\* Last Name:**

Horn

**Suffix:****Title:** Director**Organizational Affiliation:**

The University of Utah/Center for Latin American Studies

**\* Telephone Number:** 801-581-6101**Fax Number:** 801-581-6105**\* Email:** rebecca.horn@utah.edu

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

U.S. Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015 A & B

CFDA Title:

National Resource Center and Foreign Language and Area Studies Fellowship Programs

### \* 12. Funding Opportunity Number:

ED-GRANTS-053014-001 and 002

\* Title:

National Resource Center (NRC) Program and Foreign Language and Area Studies (FLAS) Program

### 13. Competition Identification Number:

N/A

Title:

N/A

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="982,500.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="982,500.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

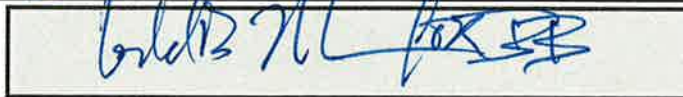
\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: 

\* Signature of Authorized Representative:

\* Date Signed:

**U.S. Department of Education**  
**Supplemental Information for the SF-424**

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:

Street2:

\* City:

County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008  
Expiration Date: 06/19/2014

Name of Institution/Organization  
American Studies

University of Utah/Center for Latin  
Intermountain Consortium for Latin American Studies

Applicants requesting funding for only one year should complete the column under  
"Project Year 1." Applicants requesting funding for multi-year grants should complete all  
applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$79,250	\$118,450	\$109,700	\$133,450		\$440,850
2. Fringe Benefits	\$15,674	\$19,348	\$18,251	\$21,943		\$75,215
3. Travel	\$34,700	\$19,700	\$24,700	\$17,200		\$96,300
4. Equipment	\$0	\$0	\$0	\$0		\$0
5. Supplies	\$0	\$0	\$0	\$0		\$0
6. Contractual	\$0	\$0	\$0	\$0		\$0
7. Construction	\$0	\$0	\$0	\$0		\$0
8. Other	\$134,265	\$106,391	\$111,238	\$91,296		\$443,190
9. Total Direct Costs (lines 1-8)	\$263,889	\$263,889	\$263,889	\$263,889		\$1,055,556
10. Indirect Costs*	\$21,111	\$21,111	\$21,111	\$21,111		\$84,444
11. Training Stipends	\$697,500	\$697,500	\$697,500	\$697,500		\$2,790,000
12. Total Costs (lines 9-11)	\$982,500	\$982,500	\$982,500	\$982,500		\$3,930,000

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): Department of Health and Human Services The Indirect Cost Rate is  %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %

PROGRAM OF COMPLIANCE WITH GENERAL EDUCATION PROVISIONS ACT  
SECTION 427 (GEPA)

INTERMOUNTAIN CONSORTIUM FOR LATIN AMERICAN STUDIES UNIVERSITY OF  
UTAH AND BRIGHAM YOUNG UNIVERSITY

Both entities of the Intermountain Consortium for Latin American Studies (IMCLAS) strive to provide excellent programs that are available to all, regardless of ability. We affirm that the University of Utah does not discriminate on the basis of race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender identity/expression, genetic information or protected veteran's status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. This commitment is exemplified in the mission statement: "The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility."

Likewise, Brigham Young University is an equal opportunity and affirmative action employer. BYU is committed to promoting policies that ensure equal treatment for eligible employment applicants and does not discriminate in employment practices on the basis of race, color, national origin, gender, age, or disability. This obligation of non-discrimination includes and applies to: (1) recruiting, hiring, training, upgrading, promoting, and transferring, (2)

conditions and privileges of employment, compensation and benefits, (3) apprenticeships, (4) discipline, layoff, and termination, and (5) educational opportunities. The Latin American Studies Programs at UU and BYU share this commitment to equal opportunity with both universities.

All faculty and staff from the UU and BYU have been hired without regard to any specific barriers that traditionally impede equitable access or participation. Hence, the faculty and staff participants in the proposed projects are drawn from a group of qualified individuals that were already subjected to a selection process that does not deny access to opportunities based on gender, race, national origin, color, age, or disability. Any new hiring that occurs as a result of Title VI funding will follow the UU and BYU's strict equal access and opportunity guidelines.

Several offices on each campus have as their exclusive responsibility the maintenance of the aforementioned commitment. BYU's University Accessibility Center and UU's Office of Equity and Diversity and Center for Disability Services work closely with students and employees to ensure that all individuals are able to learn and fully participate in proposed activities. Coordinators from the Accessibility Center and the Center for Disability Services meet one on one with students to establish their needs and to introduce them to the facilities and programs available. From qualified sign language interpreters to volunteer readers for the visually impaired and from audio textbooks to psychoeducational assessment, UU and BYU endeavor to make the complete university experience open to all students.

The International Center at UU and the International Services Office at BYU administer to the needs of the international student body. Additionally, UU's Center for Ethnic Student Affairs and BYU's Multicultural Student Services office are charged with the responsibility of

providing individual advisement to students of diverse backgrounds regarding academic, financial aid and scholarships, and social/cultural matters. BYU's Multicultural Student Services office recruits future multicultural students through its popular and successful college preparation programs for 8<sup>th</sup>-11<sup>th</sup> graders and trains them in leadership opportunities.

Both BYU and UU are fully committed to providing equal access for all individuals. Both campuses are barrier-free, allowing students and participants of all abilities access to IMCLAS programs and events. IMCLAS will continue to work with these centers to provide the necessary accommodations and services for all participants. We will implement the following steps to ensure equity of access and participation to our program participants:

1. Include contact information for BYU's University Accessibility Center and UU's Center for Disability Services on all advertisements so that potential participants are aware of the services available to them at the events.
2. Provide translation services, if necessary at all proposed conferences, workshops, lectures, performances, and events.
3. Partner with community organizations to provide outreach that will help to increase minority participation in Latin American Studies programs.
4. Follow BYU and UU's equal opportunity and affirmative action guidelines when hiring and conducting hiring searches for new faculty, instructors, and staff.

It is our hope that by following these steps, we will function as a national resource to all, including people of varying abilities and backgrounds.

The very nature and definition of this proposed NRC for Latin American Studies is committed to improving and expanding the Latin American Studies resources on both campuses,

and therefore broadening student, faculty, and public understanding of diverse cultural global issues.

## APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input checked="" type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

## APPLICATION TYPE

Comprehensive NRC and FLAS	<input type="checkbox"/>
Undergraduate NRC and FLAS	<input checked="" type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

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**Performance-Based Instruction**  
**FY 2014 – 2017**

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[illegible]

### Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*
- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Utah/Center for Latin American Studies

Name/Title of Authorized Representative (Printed): Brent Brown

Title: Director, Office of Sponsored Projects

Telephone: 801-581-3003

Signature:

E-mail: ospawards@osp.utah.edu

Date:

JUN 24 2014

<b>Information to Meet §602(e) Statutory Requirements</b>					
-----------------------------------------------------------	--	--	--	--	--

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

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Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Brigham Young University/Latin American Studies Program

Name/Title of Authorized Representative (Printed): Alan Harker

Title: Associate Academic Vice President-Research

Telephone: 801-422-3582

Signature:

*DeFuria*

E-mail: alan\_harker@byu.edu

Date: June 24, 2014

**Intermountain Consortium for Latin American Studies (IMCLAS)  
Supplemental Information to Meet §602(e) Statutory Requirements:  
Efforts to Encourage Diverse Perspectives in Funded Activities**

The University of Utah (UU) and Brigham Young University (BYU), the two schools that comprise the Intermountain Consortium for Latin American Studies (IMCLAS), both recognize that diverse perspectives are integral to Latin American Studies on many levels and for many reasons. Latin America is a region of tremendous linguistic, cultural, and religious diversity and to study it with integrity scholars and students must continually keep this diversity in mind. Presentation of multiple perspectives and thoughtful discussion of major issues in Latin America are central to all IMCLAS research, teaching and outreach activities. During the past 3 years IMCLAS has hosted major public lectures on topics that included Nahuatl codices, gay rights in Latin America, gender and racial identity, and the impact of US foreign policy on migration flows from Latin America. In our own curriculum development, K-12 teacher workshops, and community college outreach we foster critical thinking about Latin America to challenge stereotypes and oversimplifications, emphasize critical areas of scholarly debate rather than consensus, and demonstrate the salience of national, ethnic, religious, and gender differences in shaping scholarly and political debate. To further integrate Latin American linguistic and cultural diversity into our curriculum and activities, we propose a number of activities during this grant cycle that will significantly strengthen the indigenous studies program at IMCLAS and integrate more diverse perspectives into the curriculum of K-12 schools, Salt Lake Community College, and at UU and BYU.

IMCLAS is also committed to expanding recruitment efforts among diverse students populations and is making efforts to increase access and opportunities for advanced language and LAS coursework for underrepresented and underserved students. UU's new K-16 Outreach

Coordinator gives IMCLAS the administrative capacity to carry out these recruitment efforts and to provide outreach and develop programming for schools with dual language immersion or with large number of heritage language speakers.

**Intermountain Consortium for Latin American Studies (IMCLAS)  
Supplemental Information to Meet §602(e) Statutory Requirements:  
Efforts to Encourage Service in Areas of National Need**

The Intermountain Consortium for Latin American Studies (IMCLAS) designs its programs to meet the national need for professionals who combine linguistic and cultural fluency in critical strategic languages with professional competency and dedication to public service. BYU and UU are recognized national leaders in language instruction. Few universities or consortia have as many students enrolled in advanced undergrad language courses as IMCLAS. Consequently, many universities, businesses, and government agencies, including the NSA, CIA, State Department, FBI, actively recruit graduates on both campuses. As an example, 66 BYU graduates have been hired as Foreign Service Officers by the U.S. Department of State since 2009. With the support of an NRC/FLAS grant, IMCLAS will expand its advanced language training and related areas studies courses in Spanish and 6 Latin American LCTLs: Portuguese (a priority LCTL), Haitian Creole, Nahuatl, Quechua, Guaraní, and K'iche. IMCLAS will give preference in FLAS awards to students pursuing careers in areas of national need, including math and sciences, education, government and other public service careers.

During the current grant cycle, IMCLAS will further expand its area studies and language opportunities for students in the sciences, social sciences, and professional programs, including Education, Nursing, Medicine, and Law. With Title VI funding, UUCLAS will create new courses with significant Latin American Studies content in Utah's nationally recognized MPA program. These classes will support a new joint MPA/MA degree with LAS to train graduates

pursuing careers in public and nonprofit administration. UUCLAS has also developed a 3 semester intensive MA program tailored for active duty US military personnel seeking advanced language and area studies training to become Foreign Area Officers and to develop the skills required by the U.S. global strategic interests in Latin America. BYU and UU have strong graduate programs that train and certify teachers to teach foreign languages at the K-12 level, including in Utah's rapidly expanding Spanish and Portuguese Dual Immersion programs. IMCLAS also partners with the Hinckley Institute's Global Internship Program at the University of Utah to place hundreds of undergraduate and graduate students from all disciplines in internships with businesses, governments, think tanks, and NGOs in 40 countries including 9 Latin American countries.

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. □□276a to 276a-7), the Copeland Act (40 U.S.C. □276c and 18 U.S.C. □□874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. □□ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. □□1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. □□7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. □□1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. □470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. □□469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. □□2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. □□4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, <sup>△</sup>Audits of States, Local Governments, and Non-Profit Organizations. <sup>△</sup>
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE <b>TODD B. NIELSEN</b> <b>ASSOCIATE DIRECTOR</b> <b>OFFICE OF SPONSORED PROJECTS</b>
APPLICANT ORGANIZATION The University of Utah/Center for Latin American Studies	DATE SUBMITTED <b>JUN 24 2014</b>

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of Utah/Center for Latin American Studies

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:

\* First Name:

Brent

Middle Name:

\* Last Name:

Brown

Suffix:

\* Title:

Director, Office of Sponsored Projects

\* SIGNATURE:



\* DATE

JUN 24 2014


# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input checked="" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance		<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award		<b>3. Report Type:</b> <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____	
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  <b>Congressional District, if known:</b>			<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> N/A  <b>Congressional District, if known:</b>		
<b>6. Federal Department/Agency:</b> N/A			<b>7. Federal Program Name/Description:</b> N/A CFDA Number, if applicable: _____		
<b>8. Federal Action Number, if known:</b> N/A			<b>9. Award Amount, if known:</b> \$ N/A		
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A			<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature:  Print Name: Brent Brown Title: Director, Office of Sponsored Projects Telephone No.: 801-581-3003 Date: JUN 24 2014		
<b>Federal Use Only:</b>			Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)		

# FY 2014-2017 ITEMIZED BUDGET BREAKDOWN

KEY: AP=Absolute Priority | CP=Competitive Priorities | IP=Invitational Priority | AC=UU Asia Center | CSE=BYU Center for the Study of Europe | ASP=BYU Asian Studies Program | WAN=Western Alliance for Nahuatl | **UU**, **BYU**, Joint **UU/BYU** Initiatives

Budget Categories													
1. Personnel		2. Fringe Benefits [FB]		Priority		AY 14		AY 15		AY 16		AY 17	
		Goal	Page	UU	BYU	UU	BYU	UU	BYU	UU	BYU	UU	BYU
STAFF													
UU	NRC Project Coordinator (10% AY Salary) (Shared w/AC)			\$5,000		\$5,000		\$5,000		\$5,000		\$5,000	
				\$1,850		\$1,850		\$1,850		\$1,850			
UU	FLAS/CLAC Coordinator (38% AY Salary) (Shared w/AC)			\$11,250		\$11,250		\$11,250		\$11,250		\$11,250	
				\$4,163		\$4,163		\$4,163		\$4,163			
UU	K-16 Outreach Coordinator (25% AY Salary) (Shared w/AC)	1,2,3	42	\$9,500		\$9,500		\$9,500		\$9,500		\$9,500	
				\$3,515		\$3,515		\$3,515		\$3,515			
UU	Graduate Student Assistant (25% of FTE)			\$6,750		\$6,750		\$6,750		\$6,750		\$6,750	
				\$945		\$945		\$945		\$945			
UU	Distance Learning Assistant for Nahuatl and Quechua (2 @ 10% of FTE)	2,4	43	\$3,000		\$3,000		\$3,000		\$3,000		\$3,000	
				\$420		\$420		\$420		\$420			
UU	Assoc. Dir./Grad Dir. Course Buyout			\$8,400		\$8,400		\$8,400		\$8,400		\$8,400	
BYU	Center for Language Study Student Asst. (33% AY Salary) (Shared w/CSE and ASP)	2,4	42	\$4,000		\$4,000		\$4,000		\$4,000		\$4,000	
				\$304		\$304		\$304		\$304			
BYU	FLAS Coordinator (25% AY Salary) (Shared w/CSE and ASP)			\$5,000		\$5,000		\$5,000		\$5,000		\$5,000	
				\$1,835		\$1,835		\$1,835		\$1,835			
BYU	Distance Learning Assistant for Quechua (10% of FTE)	2,4	43	\$1,350		\$2,700		\$2,700		\$2,700		\$2,700	
				\$103		\$205		\$205		\$205			
TEACHING STAFF													
UU	Nahuatl (4 courses) (100% salary)	2,4	43	\$10,000		\$10,000		\$10,000		\$10,000		\$10,000	
				\$1,400		\$1,400		\$1,400		\$1,400			
UU	LatAm Economic History and Development Instruction (1 course) (20% of FTE)	3	44			\$6,750				\$6,750		\$6,750	
						\$945				\$945		\$945	

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	Priority	Goal	Page	AY 14		AY 15		AY 16		AY 17		Total
				UU	BYU	UU	BYU	UU	BYU	UU	BYU	
UU Advanced Legal Spanish Instructor (1 course) (20% of FTE) FB 14%		3	43			\$4,100 \$574		\$4,100 \$574		\$4,100 \$574		
BYU K'iche' Instructor (2 courses) (100% AY salary) FB 7.6%		2,4	42		\$10,000 \$760		\$10,000 \$760		\$10,000 \$760		\$10,000 \$760	
BYU Haitian Creole Instructors (1-6 courses) (100% AY salary) FB 7.6%		2,4	42		\$5,000 \$380		\$20,000 \$1,520		\$30,000 \$2,280		\$30,000 \$2,280	
BYU Guarani Instructor (2 courses) (100% AY salary) FB 7.6%		2,4	42				\$12,000 \$912				\$12,000 \$912	
BYU Quechua 3rd Year Instructor (1 course) (100% AY salary) FB 36.7%		2,4	42								\$5,000 \$1,835	
Personnel Subtotal				\$53,900	\$25,350	\$64,750	\$53,700	\$58,000	\$51,700	\$64,750	\$68,700	\$440,850
Fringe Benefits Subtotal				\$12,293	\$3,382	\$13,812	\$5,536	\$12,867	\$5,384	\$13,812	\$8,131	\$75,215
3. Travel		2,3,4	42	\$5,000		\$0		\$0		\$0		
UU Andes and Amazon Field School Study Abroad Development												
UU Cuba Study Abroad Development		3	44	\$2,500		\$2,500		\$2,500		\$0		
UU Legal Internship Development		3	44	\$5,000				\$5,000				
UU CLASP Executive Committee Meeting Travel				\$1,600		\$1,600		\$1,600		\$1,600		
UU CLASP Meeting for Outreach Coordinator	AP	1	42	\$1,600		\$1,600		\$1,600		\$1,600		
UU Development of Nursing/Midwifery Study Abroad in Mexico		3	44	\$5,000								
UU/BYU Faculty Development Travel Fund (14 @ \$1,000)		3	45	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	
Travel Subtotal				\$27,700	\$7,000	\$12,700	\$7,000	\$17,700	\$7,000	\$10,200	\$7,000	\$96,300
4. Equipment	Subtotal			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	Subtotal			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual	Subtotal			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	Subtotal			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	Subtotal			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
K-12 TEACHER TRAINING & CURRICULUM SUPPORT												
UU Area Studies and the Common Core Course for Elementary Ed. (50% shared w/AC)	AP,CP2	1	40					\$1,500				
UU Area Studies and the Common Core for History Teaching BA Program (50% shared w/AC)	AP,CP2	1	40							\$1,500		

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	Priority	Goal	Page	AY 14		AY 15		AY 16		AY 17	
				UU	BYU	UU	BYU	UU	BYU	UU	BYU
<b>UU</b> UNP/SLCSD Educators Certification and Training Program	CP2	1	40	\$1,000		\$1,000		\$1,000		\$1,000	
<b>BYU</b> Middle School Portuguese Dual Immersion Curriculum Development	AP,CP1	1	41		\$8,000		\$8,000		\$8,000		\$8,000
<b>BYU</b> Portuguese Language Fair for DI Students with UVU	AP,CP1	1	41		\$3,000		\$3,000		\$3,000		\$3,000
<b>UU/BYU</b> In-service Teacher Training	AP	1	41	\$1,500		\$1,500					
AP Art History (33% shared w/AC and CSE)	AP	1	40	\$3,000		\$3,000		\$3,000		\$3,000	
Area Studies											
<b>UU/BYU</b> K-12 DI Math/Science and Language Training (50% shared w/AC)	AP, CP2	1	40	\$6,000		\$6,000		\$4,000		\$4,000	
<b>UU/BYU</b> K-6 Latin American Studies in the Common Core	AP	1	40-41	\$2,000		\$2,000		\$2,000		\$2,000	
<b>UU/BYU</b> Portuguese DLL Teacher Recruitment Events w/UVU		1	41	\$1,000	\$2,000						
<b>TITLE III AND COMMUNITY COLLEGE OUTREACH</b>											
<b>UU/BYU</b> SLCC and UVU Pedagogy Workshops for Spanish and Portuguese Instructors	CP1	1,2	41		\$2,000	\$2,000		\$2,000		\$2,000	
<b>UU/BYU</b> SLCC Faculty Development Workshops	CP1	1	41		\$2,000	\$2,000		\$2,000		\$2,000	
<b>CONFERENCES AND WORKSHOPS</b>											
<b>UU</b> Philosophy of Biology Mexico, Brazil	3	45				\$9,000					
<b>UU</b> Nahuatl Pedagogy Workshops (25% shared with WAN)	2,4	46		\$2,000		\$2,000		\$2,000		\$2,000	
<b>UU</b> CLAC Faculty and TA Workshops (50% shared w/AC)	3	43		\$1,500				\$1,500			
<b>BYU</b> Spanish and Portuguese Faculty Development Workshop	2	43			\$6,000						
<b>UU/BYU</b> LCTL Strategy Workshop at University of Indiana Support	4	47		\$1,500				\$1,500			
<b>UU/BYU</b> Ohio State Symposium on Indigenous Language and Cultures		4	47				\$1,000				
<b>UU/BYU</b> 2014 International Immersion Conference	AP	1	42	\$1,000							
<b>UU/BYU</b> Infusing Indigenous Studies Content into LAS Curriculum for UU/BYU Faculty		4	47	\$6,500							

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	Priority	Goal	Page	AY 14		AY 15		AY 16		AY 17	
				UU	BYU	UU	BYU	UU	BYU	UU	BYU
<b>UU/BYU</b> Latin America Workshop on "Poverty, Inequality, and Political Mobilization"		3	45					\$9,000			
<b>IMCLAS CURRICULUM DEVELOPMENT</b>											
<b>UU</b> Development of New Courses		3	44					\$1,500			
International Crisis Management (PADMN) (50% shared w/AC		3	44	\$1,500							
Global Civil Society (PADMN) (50% shared w/AC)		3	47					\$3,000			
Mesoamerica and the Andes after the Conquest		2,3	43					\$3,000		\$3,000	
Two Spanish or Portuguese CLAC Courses		2	43			\$3,000					
Portuguese 3060											
<b>UU</b> English Language Nahuatl Curriculum Translation (25% shared with WAN)		2,4	46	\$2,000		\$2,000					
<b>UU</b> Enhancement and Expansion of Nahuatl Curriculum (25% shared with WAN)		2,4	46	\$2,000		\$2,000		\$2,000		\$2,000	
<b>UU</b> Health Sciences IEP Curriculum Development		3	44	\$5,000		\$5,000		\$5,000		\$5,000	
<b>UU</b> Travel for Distance Learning Nahuatl UC Berkeley Instructor		2,4	43					\$1,500		\$1,500	
<b>BYU</b> Development of New Courses											
4 K'iche' Courses		2,4	42		\$900						
6 Haitian Creole Courses		2,4	42		\$600				\$300		
Guarani Course		2,4	42								
Quechua Pedagogical Grammar & Dev. of 3rd yr. Course		2,4	45		\$13,670				\$13,670		\$13,670
Urban Planning, Architecture and Urban Environment in LatAm		3	44		\$3,000						
Tourism and Development in Latin America		3	44		\$3,000						
Portuguese Course on Brazil		3	43		\$3,000						
Portuguese Methods Course for DLLJ Minor		1	41						\$3,000		
<b>PUBLIC OUTREACH</b>											
<b>UU</b> Westside Pathways College Readiness Program	CP2	1	42	\$3,000		\$3,000		\$3,000		\$3,000	
<b>UU</b> CLASP Américas Book Award	AP	1	42	\$1,000		\$1,000		\$1,000		\$1,000	
<b>UU</b> Artes de México en Utah Collaboration		1	42	\$1,500		\$1,500		\$1,500		\$1,500	
<b>UU</b> Mexican Film Festival Collaboration		1	41	\$1,000		\$1,000		\$1,000		\$1,000	
<b>UU/BYU</b> Latin American Lecture Series		1,3	45	\$6,000		\$6,000		\$6,000		\$6,000	
<b>BYU</b> Performing Arts Series		1	41		\$3,000		\$3,000		\$3,000		\$3,000
<b>LIBRARY ACQUISITIONS</b>											
<b>UU/BYU</b> Library Acquisitions		1,2,3,4		\$4,547	\$4,548	\$2,860	\$2,861	\$2,384	\$2,384	\$1,313	\$1,313

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ASSESSMENT	Priority	Goal	Page	AY 14		AY 15		AY 16		AY 17		Total
				UU	BYU	UU	BYU	UU	BYU	UU	BYU	
UU Development of Nahuatl OPI Test (25% shared with WAN)		2,4	46							\$2,000		
UU/BYU Development of Guarani OPI Test		2,4	47		\$7,500							
UU/BYU FLAS Language Assessments		2	43	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	
UU/BYU Consortium Evaluation			54	\$10,000		\$10,000		\$10,000		\$10,000		
9. Direct Costs				\$68,297	\$65,968	\$69,610	\$36,781	\$68,634	\$42,604	\$58,563	\$32,733	\$443,190
10. Indirect Costs				\$162,190	\$101,700	\$160,872	\$103,017	\$157,201	\$106,688	\$147,325	\$116,564	\$1,055,555
				\$12,975	\$8,136	\$12,870	\$8,241	\$12,576	\$8,535	\$11,786	\$9,325	\$84,444
				\$175,165		\$173,741		\$169,777		\$159,110		\$677,793
UU Subtotal					\$109,836		\$111,259		\$115,223		\$125,889	\$462,207
BYU Subtotal				\$348,000	\$349,500	\$348,000	\$349,500	\$348,000	\$349,500	\$348,000	\$349,500	\$2,790,000
11. Training Stipends*				\$523,165	\$459,336	\$521,741	\$460,759	\$517,777	\$464,723	\$507,110	\$475,389	\$3,930,000
12. Total Costs												

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BUDGET SUMMARY	AY 14		AY 15		AY 16		AY 17		Total
	UU	BYU	UU	BYU	UU	BYU	UU	BYU	
1. Personnel	\$53,900	\$25,350	\$64,750	\$53,700	\$58,000	\$51,700	\$64,750	\$68,700	\$440,850
2. Fringe Benefits	\$12,293	\$3,382	\$13,812	\$5,536	\$12,867	\$5,384	\$13,812	\$8,131	\$75,215
3. Travel	\$27,700	\$7,000	\$12,700	\$7,000	\$17,700	\$7,000	\$10,200	\$7,000	\$96,300
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$68,297	\$65,968	\$69,610	\$36,781	\$68,634	\$42,604	\$58,563	\$32,733	\$443,190
9. Direct Costs	\$162,190	\$101,700	\$160,872	\$103,017	\$157,201	\$106,688	\$147,325	\$116,564	\$1,055,556
10. Indirect Costs	\$12,975	\$8,136	\$12,870	\$8,241	\$12,576	\$8,535	\$11,786	\$9,325	\$84,444
11. Training Stipends*	\$348,000	\$349,500	\$348,000	\$349,500	\$348,000	\$349,500	\$348,000	\$349,500	\$2,790,000
12. Total Costs	\$523,165	\$459,336	\$521,741	\$460,759	\$517,777	\$464,723	\$507,110	\$475,389	\$3,930,000

CONSORTIUM COSTS	AY 14		AY 15		AY 16		AY 17		Total
	UU	BYU	UU	BYU	UU	BYU	UU	BYU	
1. Total Consortium Direct and Indirect Costs	\$285,000		\$285,000		\$285,000		\$285,000		\$1,140,000
2. Total Consortium Training Stipends	\$697,500		\$697,500		\$697,500		\$697,500		\$2,790,000
3. Total Consortium Costs	\$982,500		\$982,500		\$982,500		\$982,500		\$3,930,000

\*UU requests 6 graduate (6X\$33,000=\$198,000), 7 undergraduate (7X\$15,000=\$105,000) and 6 summer (6X\$7,500=\$45,000) FLAS grants-- Total of \$348,000 for UU  
BYU requests 4 graduate (4X\$33,000=\$132,000), 11 undergraduate (11X\$15,000=\$165,000 and 7 summer (7X\$7,500=\$52,500) FLAS grants-- Total of \$349,500 for BYU

## Abstract

The University of Utah's Center for Latin American Studies (UUCLAS) and Brigham Young University's Latin American Studies Program (BYULAS) formed the Intermountain Consortium for Latin American Studies (IMCLAS) to facilitate statewide coordination of Latin American language and area studies to enhance curricular offerings, research training, and scholarly cooperation for faculty and students. In 2009 Utah initiated an unprecedented project offering dual language immersion programs (DI) in Spanish, Portuguese, Chinese, French, and German in public elementary schools. Currently there are over 25,000 K6 students in 118 schools with DI programs; these students will take AP language in 9<sup>th</sup> grade and advanced level language courses in high school with many taking a third language in high school and college. Most will attend Utah colleges and universities. In cooperation with the State of Utah, IMCLAS, with over 181 Latin American Studies faculty and offerings in Spanish, Portuguese and 5 indigenous languages, is leading the effort to build a K-career pipeline for language and area studies education that will produce fully bilingual or multilingual college graduates prepared to use their language skills in the professional world. The IMCLAS NRC will function as a hub for promoting Latin American Studies, forging partnerships and providing resources for curriculum development and research excellence among institutions of higher education, community colleges and K12. The UU-BYU team includes the UU Second Language Teaching and Research Center (L2TRC), the BYU Center for Language Studies (CLS), UU/BYU Title VI Asia Center, BYU Title VI CIBE Center, BYU Title VI Center for the Study of Europe, the colleges of education and language departments at both institutions. The statewide collaboration includes the Utah State Office of Education (USOE), Salt Lake Community College (SLCC), Utah Valley University (UVU), Dixie State University (DSU), and public school districts. Assessment is an integral component of every step in the creation of the K-career pipeline with articulation of proficiency targets and programmatic goals.

IMCLAS proposes a strategic roster of programs for the 2014-17 funding cycle that provides teacher training in languages and area studies, expands our existing partnerships with SLCC, UVU (a Title III institution) and UU and BYU colleges of education, augments our capacity to provide area studies and language training for students in the social sciences and professional programs, and builds capacity for the study of Latin American indigenous peoples and languages. We are structuring our activities around four concrete goals: 1) Enhance the quality and quantity of Latin American language and area studies curriculum in K12 schools and the community colleges that constitute the main pipeline for students enrolling at UU and BYU through teacher training and curriculum development focused on integrating Latin American Studies into Common Core rubrics, teaching math/science in second language contexts, and teaching Portuguese at the middle school level (AP, CP1, CP2); 2) Increase the number of undergraduate and graduate students enrolled in quality intermediate and advanced language courses, including Spanish, Portuguese, Haitian Creole, K'iche', Guaraní, and (through distance learning and collaboration with other Title VI Latin American Studies NRCs) Ecuadorian Quechua and Nahuatl (FLAS CP2); 3) Increase the number of students in social sciences and professional programs who enroll in language, area studies, and international study abroad and internship courses by creating new certificate and joint degree programs and curricular opportunities that link area studies to careers (FLAS CP2); and 4) Strengthen Indigenous Studies by developing curriculum and assessment measures for indigenous languages and offering pedagogy training for native-language instructors (FLAS CP2).

## ACRONYMS

Acronym	Title
AC	AC Title VI Asia Center (UU/BYU Consortium)
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
AP	Absolute Priority
AS	Asian Studies
BYU	Brigham Young University
CH	College of Humanities
CIBE	Center for International Business and Education (BYU)
CLAC	Culture and Language Across the Curriculum
CLS	Center for Language Studies (BYU)
CSBS	College of Social and Behavioral Sciences (UU)
DI	Dual Language Immersion
DLL	Department of Languages and Literature (UU)
DPLA	Digital Library of America
FHL	Family History Library
FHSS	College of Family, Home, and Social Sciences (BYU)
FLATS	Foreign Language Achievement Test Service
FT	Full Time
HBLL	Harold B. Lee Library (BYU)
HIP	Hinckley Institute of Politics (UU)
ILL	Inter-Library Loan
IMCAPS	Intermountain Consortium for Asian and Pacific Studies
IMCLAS	Intermountain Consortium for Latin American Studies
IR	International Relations major (BYU)
IS	International Studies Major (UU)
KCIS	David M. Kennedy Center for International Studies (BYU)
L2TReC	Second Language Teaching and Resource Center (UU)
LA	Latin America
CLAC	Culture and Language Across the Curriculum (BYU)
LARRP	Latin Americanist Research Resources Project
LCTL	Less Commonly Taught Languages
MLIB	Marriott Library (UU)
MOU	Memorandum of Understanding
NEH	National Endowment for the Humanities
NIH	National Institutes of Health
NSA	National Security Agency
NSF	National Science Foundation
OGE	Office of Global Engagement (UU)
OPI	Oral Proficiency Interview
PT	Part Time
S&P	Department of Spanish and Portuguese (BYU)
SLC	Salt Lake City
SLCC	Salt Lake Community College
THC	Tanner Humanities Center (UU)
UEPC	Utah Education Policy Center (UU)
UISFL	Title VI Undergraduate International Studies and Foreign Language Grant Program
UNAM	Universidad Nacional Autónoma de México
UNP	University Neighborhood Partners (UU)
USOE	Utah State Office of Education
UT	Utah
UU	University of Utah
UUAC	UU's Asia Center
UVU	Utah Valley University
WLMA	World Languages MA (UU)

**INTRODUCTION** The Intermountain Consortium for Latin American Studies (IMCLAS) is a public-private collaboration between the Latin American Studies (LAS) programs at the University of Utah (UU) and Brigham Young University (BYU), located 50 miles apart in Salt Lake City (SLC) and Provo, UT, respectively. UU and BYU are the 2 premier universities in a state that pursues global engagement in all areas: UT is the national leader in K12 dual language immersion and in 2013 SLC was ranked in the top 10 cities for international trade by *Global Trade* magazine. UU has ranked in the top 100 universities overall each year since 2003 by the Academic Ranking of World Universities. *US News and World Report* has consistently ranked BYU in the top 100 universities and 8th in international business. IMCLAS played a central role in UT's development of a K16 pipeline for international and language education (AP). During the 2014-18 funding cycle, IMCLAS seeks designation as an undergraduate NRC and will organize activities around 4 goals: 1) Enhance the quality and quantity of Latin American (LA) language and area studies curriculum in K12 schools (AP) and community colleges (CP1) that constitute the main pipeline for UU and BYU; 2) Increase the number of undergraduate and graduate students enrolled in quality intermediate and advanced language courses; 3) Increase the number of students in social sciences and professional programs who enroll in language, area studies, and international study abroad and internship courses; 4) Strengthen Indigenous Studies (section 8).

**SECTION 1. COMMITMENT TO LATIN AMERICAN STUDIES** In 2013 UU President Pershing launched Global U, implementing a mission to develop international citizens through teaching, research, service, and engagement. UU has created new chief global officer and deputy chief global officer positions (2013) and an Office of Global Engagement (OGE) that houses study abroad (study abroad), global internships, English language institute, UU alumni

association and services for international students and scholars. The emphasis on Global U has directly impacted the base budget for the Center for Latin American Studies (CLAS), which has grown by 450% since 2007. In the last 3 years, the College of Humanities (CH) has provided \$40,000/year in seed money to strengthen the Portuguese (Port) program and the SVP for Research has provided an additional \$20,000/year for LAS program building. IMCLAS designation as an NRC is central to the Global U paradigm and is wholly supported by UU.

BYU's commitment to IMCLAS includes support for the Kennedy Center for International Studies (KCIS), an ambassadorial lecture series, international diplomatic scholarships, global performing arts, premier language programs (including the largest Port program in the US), Title VI Center for International Business Education (CIBE), and Title VI NRCs for Asia (joint with UU) and Europe.

**1.A.a Operation of Centers and Programs:** UUCLAS houses BA and MA programs. It shares 5 full time staff and 2 part time student employees with the Asia Center and shares space (staff offices, classrooms, conference rooms) with other area and international studies programs

<b>Table 1: Annual Institutional Support for LAS</b>		
<b>Category</b>	<b>UU</b>	<b>BYU</b>
Center Operation	\$116,156	\$158,026
Teaching Staff	\$6,835,416	\$11,581,341
Library Resources	\$192,232	\$726,813
Institutional Linkages	\$518,102	\$413,848
Outreach	\$813,509	\$186,248
Students	\$1,782,042	\$2,575,377
<b>TOTAL</b>	<b>\$10,257,457</b>	<b>\$15,641,653</b>

(Section 8C). UU covers operational costs, course buyouts for the director and associate director, an annual LAS budget, and 88% of UUCLAS staff salaries. BYULAS is one of 7

academic programs within KCIS, sharing a building with classrooms, conference rooms, administrative offices, and a staff of 20 FT, 5 PT, and 155 student employees who support the international and area studies programs. BYU pays LAS program costs and the coordinator's course buyout and supplemental pay (Table 1).

**1.A.b Teaching Staff:** All 181 IMCLAS faculty (teaching, research, and service load at least 25% LA) affiliate with UUCLAS and BYULAS, which do not hold faculty lines. UU's 76 LAS faculty include 67 non-language, 14 language, 62 tenured/tenure track and 20 whose work is 100% LAS. BYU has 64 non-language and 41 language faculty with 90 tenured/tenure track and 53 whose work is 100% LAS. Competitive awards for UU faculty total over \$3 million annually for research, seed funding, equipment, and research leave (plus sabbaticals). UU provides over \$110,000 annually in competitive funds for innovative teaching projects. Combined, BYU's Col of Family, Home and Social Sciences (FHSS), CH, and KCIS provide \$2.56 million annually for faculty research and travel (Table 1).

**1.A.c Library Resources:** UU and BYU fund salaries/benefits for LAS library staff and LAS acquisitions (Table 1). UU and BYU have digitized collections and share electronic materials through consortia to broaden faculty and student access to LAS collections (Section 5).

**1.A.d Linkages with Institutions Abroad:** IMCLAS has 16 MOUs in LA. UU provides substantial support for study abroad programs, internships, faculty exchanges, and research collaborations in LA through its OGE, Global Health Initiative, and various colleges (see 2.A.c and Table 2.5). BYU's KCIS provides financial and staff support to manage linkages that colleges and schools have with numerous institutions in LA (Table 1).

**1.A.e Outreach:** UU and BYU employ 4 FT outreach staff (including a new position at UU) and 15 PT student assistants engaged in LA outreach to K16, business, media, and the public (see 6.B.b). IMCLAS partners with many entities on both campuses for these projects: UU's Tanner Humanities Center (THC), University Neighborhood Partners (UNP), Second Language Teaching and Research Center (L2TReC), campus museums, and radio and TV stations, and BYU's performing arts, Center for Language Studies (CLS), International Center for Law and

Religion Studies, International Cinema, museums, radio, and TV stations (Table 1).

**1.a.f Students:** BYU subsidizes 2/3 of tuition costs for every student. Annually, BYU's CH provides \$360,000 and FHSS provides \$120,000 for student internship support. UU and BYU offer dozens of college and departmental scholarships; most can be applied to study abroad. UU and BYU fund mentored undergrad research programs for students (\$105,800 last year for LAS). UU MA and PhD students focusing on LA (93 total) are supported primarily through departmental RA/TAships and over 50 fellowships awarded through university-wide competition. UU gives a full grad tuition waiver for all RA/TAships and fellowships over \$13,000. BYU is primarily an undergraduate institution, but offers language MAs. The department of Spanish and Portuguese (S&P) funds qualified MA students through fellowships, scholarships, and RA/TAships (see Table 1 for student research funding, study abroad scholarships, and tuition benefits. See also 1.B).

**1.B. Students (FLAS):** Last year UU gave over \$320,000 in scholarships for study abroad and international internships, an increase of over 250% since 2009. OGE provides support for nearly 3,000 international students (an increase of 50% since 2009), many of whom come from LA (UU is a top 25 host institution for the Brazil Scientific Mobility Program). BYU's KCIS provides \$140,000 annually in scholarships for study abroad, internships, and field studies. Multicultural Student Services supports nearly 2,000 international students, about 20% from LA. UU's L2TReC and BYU's CLS provide proficiency assessments to language students. UU and BYU also support 22 undergrad and grad student groups (see 1.a.f and Table 1).

**SECTION 2. CURRICULUM DESIGN 2.A.a. Instruction:** UU and BYU students can pursue LAS through 12 non-language and 27 language programs (Table 2.1). Students in any major may elect an honors degree track, completing a thesis under the direction of a LAS faculty member.

According to niche.com, BYU grants more LAS BAs per year (35) than any other institution in the US.

Table 2.1: IMCLAS Latin American Programs at a Glance					
UU			BYU		
UU Program	Credit Hours	Declared Students	BYU Program	Credit Hours	Declared Students
Non-language programs					
Interdisciplinary programs					
BA/HBA (Honors BA) LAS	36	30	BA LAS	36	82
Minor LAS	18	20	Minor LAS	18-34	27
MA LAS	30	1			
BA/BS/HBA/HBS IS, LAS track	36	104	BA IR, LA track	60-86	82
Minor IS, LAS track	18	3			
MS International Affairs & Global Enterprise	39	11			
Programs by discipline					
MA/MS LA History	30	1			
MA/MS Colonialism & Imperialism	30	3			
PhD minor field LA History	6-9	9			
Total Students with LAS Emphasis		182	Total Students with LAS Emphasis		191
Language programs					
BA Spanish	34	144	BA Spanish	52-86	140
Minor Spanish	15-18	149	Minor Spanish	18-42	621
MA Spanish	30	1	MA Spanish	33	36
PhD Spanish	44+	5			
BA Spanish Teaching	33	42	BA Spanish Teaching	60-88	27
Minor Spanish Teaching	15	9	Minor Spanish Teaching	21-37	54
			BA Spanish Translation	51-85	42
			BA Spanish Studies	25-43	38
			BA Portuguese	55-76	19
Minor Port/Brazilian Studies	15	29	Minor Portuguese	18-25	125
			MA Portuguese	33	9
			BA Portuguese Studies	25-43	7
			Minor Portuguese Teaching	18-40	2
			Language Certificate (Span or Port)	9	161
BA Comparative Lit & Cultural Studies	34	5	BA Comparative Literature	37-57	49
MA Comparative Lit & Cultural Studies	39	2	MA Comparative Studies	33	1
			Minor Dual Language Immersion K12 Teaching (Span or Port)	20	11
MA World Languages (Span or Port)	51	6			
MA Language Pedagogy (Span)	40	2			
Total Students with Language Emphasis		394	Total Students with Language Emphasis		1342
Total students in all LA Programs		576	Total students in all LA Programs		1533

**2.A.b. Program Requirements/Quality:** The LAS majors at BYU (est. 1959) and UU (est. 2009) require regional depth and interdisciplinary breadth (Table 2.2). UU has a LAS MA program (est. 2013) that allows students to combine language study with disciplinary expertise for professional careers or further academic grad study (Table 2.4). Majors of any discipline can attain LAS specialization with one of several LA-themed minors at either university (see Table 2.1 and 2.2 for minors). At UU, the International Studies (IS) BA, BS, and minor were created in

Table 2.2 Latin American Studies Major/Minor Requirements				
	UU LAS Major		BYU LAS Major	
	Course	Credits	Course	Credits
<b>Language</b>	• 1 upper-division course in Span or Port	3	• 2 upper-division language courses in Span or Port	6
<b>Core Courses</b>	• 2 sequential LA Civilization courses	6	• Intro to LAS	3
	• 1 upper-division Culture and Customs/Civilization course in Span or Port)	3	• 2 hum courses	6
<b>Electives</b>	• 3 upper-division courses from at least 2 departments in the Col of Social and Behavioral Sciences	9	• 3 social science courses in 3 different disciplines	9
	• 3 upper-division courses from at least 2 departments in the Col of Hum and Col of Fine Arts	9	• Senior Seminar in LAS	3
	• 2 upper-division exploration courses from approved list	6	• 2 courses	6
<b>Cultural Experience</b>	• Students are strongly encouraged to complete a study abroad or internship in LA		• Mandatory internship, service learning, or study abroad program	3
	UU LAS Minor		BYU LAS Minor	
	Course	Credits	Course	Credits
<b>Language</b>	• 1 upper-division course in Span or Port	3	• 1 third-year grammar course in Span or Port	3
<b>Core Courses</b>	• 1 LA Civilization course	3	• 1 LA Civilization course (Brazilian or Span American) or 1 LA hum course	3
<b>Electives</b>	• 4 upper-division LAS courses from at least 2 departments	12	• 4 LAS courses	12

2003, with a Title VI UISFL grant. IS is the largest interdisciplinary major on campus with 521 majors. IS students choose an emphasis within the major, one of which is LAS, chosen by 104 IS majors (Table 2.3). BYU's International Relations (IR) major includes a LAS track currently with 82 students, roughly 1/3 of all IR majors (Table 2.3). BYU and UU LAS directors work

*UU/BYU*

with departments across campus to maintain high quality course offerings and rigorous standards and promote LA-related faculty hiring (see section 3 for new hires).

**2.A.c. FLAS (Training Options and Requirements):** IMCLAS offers a wide range of grad and professional degrees, many of which incorporate LAS options. UU offers 2 interdisciplinary grad programs with LAS specializations (Table 2.4). Since the 1960s, UU’s History department has had a LA History grad program (Table 2.1). In addition to students in these programs, UU has 35

Table 2.3 IMCLAS IS/IR Major Requirements		
UU IS BA	Course	Credits
Language Requirement	• 2 upper-division LA language courses	6
Core Courses	• Intro to International Relations	3
	• World History since 1500	3
	• Intro to International Business	3
	• 1 foundational international course from the Col. of Hum	3
	• 1 foundational international course from the Col. of Soc. and Behavioral Sciences	3
LA Emphasis	• 4 upper-division courses on LA (from at least 2 different departments).	12
Study Abroad	• Mandatory internship/study abroad in LA	3+
BYU IR BA	Course	Credits
Language Requirement	• one 300-level LA language course (Span, Port, or Guaraní)	3
Core Courses	• 4 intro courses (Econ, Geography, Intl Politics, and Comparative Government)	12
	• Research Methods Sequence	12-14
	• 3 upper-division Econ courses	9
	• 1 upper-division foreign policy course	3
	• 1 upper-division IR course	3
	• 1 upper-division comparative politics course	3
LA Emphasis	• Complete 4 courses about LA from at least 2 disciplines	12
LA Capstone	• 1 senior seminar in LA or study abroad/internship + research paper	1-3

PhD and 17 MA students focusing on LA in departments across campus. Both BYU and UU have strong language enrollments from students in many disciplines, programs, and professional schools (Section 4) and over 50% of faculty-led study abroad programs are specifically designed for professional students, but open to all students (Table 2.5).

UU’s professional schools and programs offer 49 non-

language courses on campus with significant LAS content (Table 3.1) and international internship opportunities managed by Hinckley Institute of Politics (HIP). Since 1998, UU’s Global Health Initiative, involving School of Med, Public Health, Nursing, Physician Assistant

Program, Social Work, and Sociology, has provided student, faculty, and doctor exchanges with partner universities and hospitals worldwide. In addition to the faculty-led study abroad programs (Table 2.5), Global Health Initiative offers training in wilderness and high altitude medicine in Peru (Universidad César Vallejo). Other UU professional schools offer credit-bearing semester-length exchange programs in LA including: Col of Architecture (Universidad

<b>Table 2.4 UU Interdisciplinary Non-language Graduate Programs</b>		
<b>MA Latin American Studies (established 2013)</b>		
<b>Description</b>		
The LAS MA combines advanced language and area studies education with rigorous coursework in a wide range of academic departments and professional programs. It serves students who intend to pursue a Ph.D. and academic careers, as well as those who are pursuing domestic and international careers in government service, the nonprofit sector, business, education, social work, and other professions.		
<b>Students</b>		
graduated: 1 (projected summer '14)	currently enrolled: 1	admitted (fall 2014): 4
<b>Requirements</b>		
<ul style="list-style-type: none"> <li>• 30 credit hours (eight 3-credit courses and 6 thesis hours)</li> <li>• Language: demonstrate 3<sup>rd</sup> year proficiency in Span or Port and 1<sup>st</sup> year proficiency in a 2<sup>nd</sup> LA language</li> <li>• Concentration: minimum of 12 credits in a specific discipline or an interdisciplinary field of study</li> <li>• Methods: 1 core methods course or research seminar appropriate to discipline/field of concentration.</li> <li>• Breadth: take classes or write thesis <b>examining</b> at least 2 of the 4 broad <b>regions</b> in LA</li> </ul>		
<b>MS International Affairs and Global Enterprise (MIAGE) (established 2008)</b>		
<b>Description</b>		
This joint program offered by the College of Social and Behavioral Sciences (CSBS), the College of Law and School of Business employs a rigorous interdisciplinary curriculum so students combine knowledge of general international business studies and international law with knowledge about the socio-cultural and political-economic global context within which businesses, governments, and non-governmental organizations operate. MIAGE students can concentrate on LA (as outlined below).		
<b>Students</b>		
graduated (since 2008): 36	currently enrolled: 36 (30% LAS)	admitted (fall 2014): 12
<b>Requirements</b>		
<ul style="list-style-type: none"> <li>• Credits: 39 (including 18 elective credits from multiple departments/professional schools; all of which may focus on LA)</li> <li>• Proficiency: minimum 2<sup>nd</sup> year proficiency (in LA language)</li> <li>• Paper/Project: culminating research paper/project that integrates interdisciplinary perspectives to a subject (LA-related)</li> <li>• International Internship: Full-time 12-week international <b>internship</b> (in LA)</li> </ul>		

Nacional del Litoral, Argentina); Col of Mines and Col of Engineering (Pontificia Universidad Católica del Perú); Col of Engineering (Escola Politécnica da Universidade de São Paulo, Brazil); and Cols of Architecture, Health, Mines, Science (Universidad de Chile). MPA students can take 2 courses with LAS content and a study abroad during fall and spring semester (Table

2.5: Costa Rica and Cuba), and the business school offers a course on poverty and entrepreneurship with an integrated study abroad in Peru working with local NGOs and small businesses.

BYU's professional programs offer 50 courses with LA content. According to *Clinical Law Review*, BYU law school's credit-granting externship program has one of the largest student participant rates (81% of all students, an average of 45 students/summer) and the largest international externship program (with 9 opportunities in LA). Many law students participate in international externships or research projects requiring a LA language through BYU's International Center for Law and Religion Studies (current and past fellows include IMCLAS grads). BYU's Marriott School of Management offers 3 programs that emphasize LAS: 1) an International Business minor for MBA students (requires international business courses coupled with participation in foreign business projects, excursions, internships, and/or Study abroad in LA); 2) a Global Business and Literacy minor for non-business majors (requires advanced language and culture classes in a LA language and an intermediate-high score on the ACTFL OPI); 3) Global Management grad and undergrad certificates (requiring at least 2 international business classes, a business language course in Span or Port, and international business experience). BYU's Col of Nursing requires majors to participate in a global health course and experience (Ecuador is one site) and the Col of Engineering has 3 Study abroad programs in LA (Table 2.5).

**2.B.a. Advising:** All IMCLAS LAS and IS/IR degree programs require students to meet regularly with advisors to discuss course and career options. LAS majors must meet each semester with the advisor. IS has its own full-time advisor. The LAS and IS advisors work

together in an office suite, meet regularly at weekly staff meetings and collaborate to channel students into the appropriate program. UU's Dept of Languages & Literature (DLL) employs 1 FT advisor and 5 PT student peer advisors. Advisors hold monthly career and academic exploration events for students (career panels, international grad program fairs, and internship/Study abroad/scholarship forums). Career counseling is an integral part of the HIP global internship program that requires pre-and post-internship meetings with the director and weekly communication during the internship. All advisors work in partnership with UU's Career Services, which employs 20 staff and annually offers 3 campus-wide career and grad school fairs, weekly workshops, and credit-bearing courses on career planning. Career Services is an active participant in state-wide teacher employment fairs.

BYU's academic and career advising for LA languages is done by the Humanities Advisement Center with 4 FT staff and 5 students. The Humanities Advisement Center hosts workshops, info sessions, and an annual internship fair. KCIS's Academic and Career Advisement Center has 2 FT advisors and 3 student advisors shared by all international and area studies majors. They sponsor an IS program fair each semester to promote international and local internationally-oriented internships and Study abroad opportunities. KCIS hosts over 25 professional international career lectures annually and BYU's political science department hosts a weekly career lecture series, many of which cover international topics. BYU's Counseling and Career Center (CCC) employs 7 FT career counselors (1 for international and area studies) and 4 PT student peer mentors. In addition to helping with networking, resume preparation, mock interviews, and career exploration, CCC holds 2 university-wide career fairs, a grad school fair, and a teacher fair annually. BYU also holds an annual international development career fair.

**2.B.b. Study Abroad:** Since 2000, BYU has consistently ranked as a top school for study abroad participation. Since 1965, UU's HIP program has grown into one of the most comprehensive and prestigious international internship programs. Most IMCLAS students enhance their international education through participation in these study abroad or internship programs. About 30% of UU and 10% of BYU study abroad students go to LA. UU's Learning Abroad Office and HIP direct study abroad/global internship opportunities. The Learning Abroad Office employs 1 director, 1 admin assist, 5 coordinators, and 5 student peer advisors. HIP employs 1 global internship director and 1.5 FTE support staff. Both host fairs each semester and advise students on study abroad/internship opportunities. During 2013-14, UU debuted Entrepreneurship and Poverty in Peru, and in AY 2014-15 will run 2 new programs (*Latino Diaspora in Mexico* and *Community, Complexity, and Change in Cuba*—25 students are enrolled in fall's Cuba program). In total, UU offers 14 faculty-led study abroad programs, 75 exchange programs (direct enrollment through bilateral exchanges and other exchange agreements) and 21 internship opportunities in LA. During 2012-2013, 186 UU students participated in study abroad/internships to LA and 63 non-UU students participated in UU-led Study abroad programs. UU has initiated study abroad outreach to Dixie State University; Title III school), allowing students from Dixie State University and other state schools to participate in and receive credit for UU's faculty-led programs (CP1).

In 2012-13 BYU was ranked with the top universities sending students abroad (over 1,300); 130 BYU students participated in study abroad to LA and 54 non-BYU students participated in BYU-led study abroad programs. BYU's International Study Programs office employs 1 director, 4 program coordinators, 4 support staff, 60 peer advisors, and hosts a study abroad fair each semester. The International Study Programs Office offers 5 types of study

abroad: Faculty-led programs (Table 2.5); internships, field study; direct enrollment, and individual experiences. IMCLAS' award-winning performing arts programs routinely tour LA. BYU groups have a faculty member who lectures on the local culture, history and politics before and during the tour. In 2013, BYU Living Legends toured Guatemala, Honduras, and Nicaragua (47 student dancers) and Synthesis (50-student jazz band) completed a 9-city tour of Brazil. UU's department of modern dance participates annually in a cultural exchange in Panama with students performing at the National School of Dance and the National University of Panama and engaging in service learning activities through dance (12 students/year).

Table 2.5 Faculty-led Programs at a Glance				
Programs focused on the Professions			Language and Area Studies Programs	
UU Professional Program	Country	Field	UU Program	Country
Entrepreneurship and Poverty	Peru	Business	Intensive Portuguese	Brazil
Community, Complexity and Change	Cuba	Public Administration	Intensive Spanish	Dominican Republic
Community Development	Costa Rica	Public Administration	Environmental Conflict and Water Quality	Ecuador
Physician Assistant Studies	Guatemala	Physician Assistant	Environmental and Sustainability Studies	Costa Rica
Global Health	Peru	Health Sciences	Latino Diaspora	Mexico
Global Health Spring Break	Peru	Health Sciences		
Urban Planning	Brazil	Architecture		
Family & Community Studies	Mexico	Social Work		
Global Education (CP2)	Peru	Education		
BYU Professional Program	Country	Field	BYU Program	Country
Latin America Business	Brazil and Argentina	Business	Portuguese Language	Brazil
Global Engineering Outreach	Peru	Engineering	Spanish Language	Mexico
Nursing	Ecuador	Nursing	Literacy	Mexico
Music Teaching	Bolivia	Music Education	Biology	Ecuador
Challenges in Water Resources	Mexico and Dominican Republic	Engineering	Anthropological Linguistics	Ecuador
Transportation Challenges	Mexico	Engineering	Field School	Costa Rica

Students on the Anthropological Linguistics study abroad program have collaborated with BYULAS faculty Nuckolls on 2 articles accepted for publication in peer-reviewed journals. As part of IFLE's US-Brazil Higher Ed Consortia Program, Port faculty Bateman coordinated

BYU's student exchange program during 2011-14 with partner institutions that sent 9 BYU pre-service teachers to study in Brazil and 9 Brazilian students to BYU. When IFLE budget cuts eliminated funding for the 3<sup>rd</sup> year of exchanges, BYU used internal funds to continue the project for the final year. The project was highly successful in building language and cultural competency among pre-service teachers (AP). With Title VI funds, IMCLAS will continue to support educators, especially those with language skills who can work in UT's dual immersion (DI) schools (Section 8).

**2.B.c. Study Abroad Access:** UU belongs to a number of study abroad consortia. Those providing access to LA include: Globalinks, ISA (International Studies Abroad), CEA (Cultural Experiences Abroad), and KAPA International Education. UU has 13 MOUs with institutions of higher education in LA. BYU has 3 direct enrollment MOUs with universities in LA. Students studying LCTLs with no UU or BYU program are encouraged to do language study through partner universities in LA or through other programs supported with scholarship funds. In 2012-2013, 36 UU students earned academic credit by completing a study abroad program through another university. Both BYU and UU prioritize study abroad and make it accessible to all students as evidenced by UU's study abroad scholarship fee (\$3.00/student/semester, contributing up to \$200,000 annually in scholarship funding), HIP's scholarships for global internships (\$10,500 for LA in 2013), need-based funding for students seeking international internships (provided by BYU's CH and FHSS) and KCIS's commitment to subsidizing the cost of study abroad through need-based scholarships making BYU programs very affordable (FP1).

**SECTION 3. NON-LANGUAGE INSTRUCTIONAL PROGRAM 3.A.a. Quality and Extent**

**of Course Offerings:** UU offers 209 non-language LAS content courses in 32 departments, programs, and professional schools, nearly 30% of which have 100% LAS content. BYU offers

166 non-language LAS courses in 25 departments, programs, and professional schools, over 25% of which have 100% LAS content. In 2012-2013, with funding from a UISFL grant, UUCLAS organized a yearlong faculty workshop with visiting Brazilian Studies scholars, which led to the redesign of 21 courses with new or enhanced Brazilian content from interdisciplinary perspectives (Table 3 and Appendix 2).

**3.A.b. Professional School Courses:** UU offers 49 professional school courses with LAS content and BYU 50 (Table 3). In addition IMCLAS professional programs offer a variety of

Table 3 Depth of Non-Language LAS Courses		
Select Disciplines	# of Courses	
	UU	BYU
Anthropology	15	6
Art History	9	4
Biology/Plant and Wildlife Sciences	4	
Communication	6	4
Dance/Ballet	6	15
Economics	2	
English	5	11
Ethnic Studies	8	
Gender Studies	8	
Geography	16	4
History	28	20
Linguistics		7
Music	2	1
Political Science	17	15
Sociology	16	5
<b>All Professional Programs</b>		
Architecture and Planning	2	
Business/Management	8	18
Education	16	7
Engineering	1	3
College of Health/Health Sciences	6	3
Law	4	16
School of Medicine/Public Health	4	
Nursing	3	2
Social Work	5	1

credit-bearing international internships, externships, and faculty-led study abroad for professional students (see 2.A.c and Table 2.5). With funding from a UISFL grant (2012-14), UU developed *Latin American Studies for Professionals*, an interdisciplinary course for grad students and advanced undergrads with LAS content relevant to professional fields that addresses the need for cultural competency of professionals who work abroad in LA or domestically with LA immigrants. Both schools also offer CLAC courses in business (business Spanish and

business Portuguese; see 4.B.b).

**3.B. Depth:** UU has 5 departments and 1 professional program offering more than 15 LA

content courses (Table 3.1). Notable departments include Art History, where over 75% of the LAS courses are devoted 100% to LAS; Ed, Culture, and Society, with 13 LA content courses; History, with 12 courses focused 100% on LAS; and Anthropology with 5 LAS faculty, 15 LAS courses, and a primate field school for faculty and student research in Costa Rica, offered in partnership with SLCC (CP1). BYU has 3 departments and 2 professional schools with 15 or more LAS content courses, such as History, with half of the LAS courses offering 100% LAS content; Political Science, with 3 LAS faculty who specialize in international relations, political economy, and party systems teaching 15 LAS courses; Dance, with 6 courses devoted to LA dance. BYU has 6 anthropologists (4 anthropology; 2 religion) who specialize in Mesoamerica. BYU anthropology faculty maintain multiple archaeological projects in Guatemala and Chiapas, Mexico and run a research facility, *New World Archaeological Foundation*, open year round in Chiapas. With a library, comparative collections, a FT staff, and a published series of monographs based on research conducted there over the past 50 years, the *New World Archaeological Foundation* has been a resource to archaeologists from other US and Mexican institutions working in Chiapas since the 1950s. BYU's CH runs the world's largest and longest-running university international cinema program. In 2013-14 more than a dozen films in were screened in Span and Port.

**3.C. Interdisciplinary Courses:** IMCLAS offers 111 interdisciplinary non-language courses (UU: 75; BYU: 36) with significant LA content (Appendix 1). The LAS and IS/IR core courses for UU and BYU's LAS major are all interdisciplinary. All BYU undergrads can pursue the CLS Language Certificate, which requires coursework in language, culture and lit. The Global Business and Literature minor, shared between the CH and business school, requires proficiency in a foreign language and completion of business and literature and civilization courses.

**3.D.a. Non-language Faculty:** IMCLAS faculty work in nearly every college and professional school with expertise that covers the entire region. Country and regional depth at UU is especially strong for Mexico, Central America, Brazil and the Latino Diaspora. UU has a total of 62 UU faculty outside DLL who teach 209 non-language LAS courses. BYU has a total of 64 LAS faculty outside of languages with regional depth in the Southern Cone, Andes, Mexico, and the Latino Diaspora. They teach 166 non-language courses. Both institutions have a strong concentration of faculty in Biology/Plant and Wildlife Sciences. Many UU faculty research in and teach courses on tropical forests in Brazil and Central America, including *Rainforest Ecology and Conservation*, created with UISFL funding. BYU received NSF funding for a multi-year Speciation in Patagonia Project that supported nearly 20 biologists from US and LA institutions (4 from BYU). BYU has a large contingency of LAS literature faculty spanning 3 departments (English-4, comparative lit-3, S&P-17). Increasing non-language faculty is a priority at both schools. Recent UU hires include: Muñoz (2013, Sociology/Ethnic Studies), Grace (2012, Geography), Handlin (2012, Political Science), Mejía (2012, English), Cagle (2011, History), and Gaytán (2011, Sociology/Gender Studies). Recent BYU hires include: E. Esplin (2013, English). M. Esplin (2013 Comp Lit), Jensen (2012, Teacher Ed), Hull (2013, Religion), and Searcy (2012, Anthropology). See Appendix 2.

**3.D.b. Pedagogy Training:** UU's Center for Teaching and Learning Excellence offers workshops, individual instructor evaluations and consultations. The Center for Teaching and Learning Excellence holds an annual 2-day teaching symposium and a program for TAs on pedagogical issues over the course of 2 semesters. Many departments require additional TA training. BYU's Center for Teaching and Learning holds orientations for new faculty and TA training sessions on grading, leading review sessions and discussions. BYU produces online

videos on many pedagogical topics. Center for Teaching and Learning collaborates with many departments and colleges that require training specific to their TAs. The University Writing Program requires a workshop each semester for all TAs who teach and evaluate student writing.

**SECTION 4. LANGUAGE INSTRUCTIONAL PROGRAM** BYU and UU have high demand for advanced language instruction and are national leaders in college level language pedagogy and assessment. IMCLAS faculty are working with the UT State Office of Education (USOE) to build the state's path breaking K12 language instruction system (see 7.A) including K7 dual language immersion (DI) education in 6 languages (Span with 10,500 students; Port with 883 students) and secondary instruction in 7 (61,500 Span students) (AP). A large number of UT students enroll at UU/BYU after 18-24 months of volunteer service for the Mormon Church in LA, and UT has a rapidly growing population of heritage language speakers. About 70% of the BYU student body speaks a 2nd language. With faculty who utilize performance-based instruction and proficiency assessment, IMCLAS produces graduates with strong language skills.

**4.A.a. Language Instruction:** IMCLAS offers 208 courses (Appendix 1) and 27 language degree programs (Table 2.1). At UU, all languages are taught through DLL. At BYU, the

Table 4.1 Levels of Instruction, Number of Courses, and Enrollment Data 2012-2013									
	UU				BYU				
Language	Dept. or Center	Levels of Instruction	Courses	Enrollment 2012-2013	Dept. or Center	Levels of Instruction	Courses	Enrollment 2012-2013	
Spanish	DLL	6	43	2240	S&P	6	86	6517	
Portuguese	DLL	4	15	141	S&P	6	50	1166	
Nahuatl	DLL	2*	4*	5 *					
Quechua	DLL	2*	4*	4**	CLS	1 ***	2		
K'iche'					CLS	1	1	12	
Guaraní					CLS	1 ****	1	4**	
TOTAL			66	2390	TOTAL			140	7699
* 1 level/2 courses existed at the time enrollment data were collected. 2 levels/4 courses offered for 2014-15									
** Not offered in 2012-2013—enrollments listed are for 2013-14									
***Will be offered in 2014-15									
**** Third year (advanced level) course for students with existing language abilities, offered every other year.									

Department of Span and Port (S&P) and the Center for Language Studies (CLS) teach languages (Table 4.1). In total, IMCLAS offers 6 language majors, 4 language minors, 3 language MAs, 1 language PhD, 1 language certificate program (the only such university-wide, competency-based program in the US), and 4 comp language/lit degrees (Table 2.1).

IMCLAS provides specialized instruction for language teachers with 8 language-teaching programs offered by DLL, S&P, and CLS: 2 Span Teaching Majors, 2 Span Teaching Minors, Span Lang Pedagogy MA, World Languages MA (WLMA), Port Teaching Minor, and DI K12 Teaching Minor). These programs reflect IMCLAS' role in meeting UT's growing demand for qualified K12 language teachers (AP). UU's WLMA program, combining an MA with public school licensure, is a collaboration of the DLL, Dept. of Linguistics, the Col of Ed, and USOE (CP2). BYU's DI Teaching minor also requires USOE licensure. Both degrees require students to select a language emphasis. At BYU, over 80% of K12 DI Teaching minors focus on Span.

Since 1945 BYU has administered one of the longest-running and largest Port programs in the US (2 minors, 2 BAs, 1 MA, 2012-13 enrollment: 1,166). In 2014-2015 the Port program will create 6 new grad courses and 3 separate tracks for the MA (linguistics, literature, or pedagogy). In 2004 UU established a Port program with UISFL funding. In the last 10 years UU has steadily built upon that UISFL initiative by establishing a tenure-track line in Port, hosting a Fulbright Foreign Language Teaching Assistant from Brazil every year since 2004, creating a Port/Brazilian Studies minor, increasing numbers of courses and levels of instruction offered, and committing to a FT lecturer in Port as institutional support for the NRC grant. The Span program at UU and BYU draw large enrollments, with roughly 140 Span majors at each university and 3 MA programs (2 at UU; 1 at BYU—3 tracks available: ling, lit, pedagogy) (Tables 2.1 and 4.1).

BYU's CLS offers a summer program for advanced Span and Port students from any school to earn up to 19 language credits by taking an advanced (300-level) 3-credit course and then passing a language challenge exam based on the FLATS (see 4.D.c).

IMCLAS regularly teaches 5 LA LCTLs (Table 4.1 and Appendix 1). BYU offers Guaraní, and is one of few US universities offering K'iche'. BYU's CLS has provided instruction in K'iche', Guaraní, and Ecuadorian Quechua (Quichua/Kichwa) for many years. We use Quechua throughout to refer to the Ecuadorian version. With internal funding, UU began offering Nahuatl (2012) and Quechua (2013) through distance learning. Beginning in AY 2014-15 UU will offer 2 year sequences of both languages (fall enrollments: Nahuatl, 7; Quechua, 2). Expanding LCTL offerings is a focus of our proposed initiatives (Section 8). DLL and CLS have the capacity and experience to oversee this expansion: during the past 4 years UU/BYU Asia NRC grew enrollments in Asian LCTLs by 25%, offered 5 new Asian LCTLs, and increased levels of instruction and numbers of courses offered in 3 additional Asian LCTLs.

**4.A.b. Enrollment:** There are 1,736 IMCLAS students in 27 LA language programs (Table 2.1). Over 10,000 students enroll in over 200 IMCLAS language courses annually (Table 4.1). With students who speak world languages at an advanced level, many non-language majors take advanced language courses. During each semester, about 1/3 of BYU students enroll in a language course (compared to the national average of 9%). Table 4.1 lists enrollments for all LA languages in 2012-2013. The most recent Modern Language Enrollment Survey shows BYU had the largest Port enrollments in the US (fall semester 2009: 550). BYU also has the largest upper-level enrollments in Span in the US. Overall, BYU's Span enrollments rank in the top 15 for the US. Both BYU and UU have about the same number of majors (140). Port enrollments have

steadily increased at UU since the program began in 2004; the year after the Port/Brazilian Studies minor was introduced, enrollments nearly doubled.

**4.B.a. Language Levels:** See Table 4.1.

**4.B.b. LA Languages Across Disciplines:** For 10 years, UU has offered 3 content courses fully in Span: Business Span (since 1998); Westside Leadership Institute (Gender Studies Program in partnership with UNP since 2006); and *Venceremos* (Communication since 1993). Students enrolled in this course produce a bi-lingual (Eng/Span) newspaper *Venceremos* (issued 2-3 times/year since 1993). As part of the UISFL initiative, UUCLAS piloted a successful culture and languages across the curriculum (CLAC) program in Span and Port. UU's Span and Port CLAC offerings now total 14. In 2013-14 this initiative created 2 new courses in the target language (*Business Port and Health* and *Culture in Spanish-Speaking Countries*) and for 5 existing courses, a one-credit "trailer" in either Port (*History of Brazil, International Management*) or Span (*Democracy in LA, LA Civilization Modern*). In 2014-15, 2 additional Span trailers will be introduced (*Intro to Sociology* and *LA Civilization Colonial*) and 1 additional Port section shared by 3 courses (History of Brazil, Brazilian Film, LA Art History). For medical professionals, the Col of Nursing and the Dept. of Health, Promotion, and Ed each offer a medical Span course. Based on UUCLAS's successful model, UU's Title VI Asia NRC began offering CLAC courses in Japanese and Korean in spring 2014. BYU has 5 CLAC courses in history, business, and genealogy.

**4.C.a. Faculty:** See Table 4.2

**4.C.b Language Pedagogy Training:** The DLL at UU has 6 applied linguists (2 in Span) who provide rigorous training for TAs and new faculty: mandatory fall training for TAs and new faculty, and a mandatory methods course for new TAs during their 1<sup>st</sup> semester, focused on

teaching and assessment practices. CLAC TAs also attend mandatory workshops at the start and middle of the semester. Together with L2TRC, DLL also supports research on pedagogical training methods with multiple workshops each semester.

At BYU, S&P language pedagogy professors (5 tenure-track, 2 adjuncts) provide

Table 4.2 Number and Type of Faculty per Latin American Language <sup>†</sup>										
Language	UU						BYU			
	Tenure track	Adjunct	FLTA	TAs*	DL	Total	Tenure track	Adjunct	TAs*	Total
Span	7	5		7		19	24	13	21	60
Port	1	1	1			3	7	2	8	17
Nahuatl					1**					
Quechua					1**		1			1
K'iche'								1		1
Guaraní								1		1
<sup>†</sup> Some faculty teach more than one language and are counted therefore counted twice *TAs are grad students who teach introductory courses **Distance learning instructors who teach the course from their institution. See Appendix 1										

rigorous training for TAs teaching lower-division language and conversation courses. TAs must take a methods course and participate in a weeklong pedagogy workshop (held before each fall semester) as well as a 1-day CH-wide training session for all language teachers. TAs must concurrently enroll in a mandatory course to hone skills, present teaching-related projects, participate in self-evaluations, and undergo observations. CLS requires language pedagogy training for all of its instructors through seminars held before each semester.

**4.D.a Performance-Based Instruction:** IMCLAS faculty include nationally recognized experts on performance-based instruction, and are part of the statewide team that developed UT's Core Standards for K12 Pedagogy and Proficiency based on ACTFL guidelines. All BYU and UU language programs use performance-based instruction and assessment methods. Two UU methodologists are certified OPI testers, and UU Prof Fernando Rubio is the incoming co-chair of the Span Language and Culture AP Development Committee. BYU's Dr. Bateman, a

nationally recognized expert in Port pedagogy is co-author of *Methods of Language Teaching*, a textbook/DVD

L2TReC is at the forefront of developing and assessing performance-based instruction methods. In 2014 it launched a research project to create L2 speech and writing samples for use in improving classroom instruction. It frequently hosts ACTFL workshops to train L2 teachers of all languages in OPI testing and in 2014 L2TReC hosted the first ACTFL workshop conducted in Port. In 2014, CLS hosted ACTFL's Proficiency Assessments Summer Institute (4-day OPI assessment workshop, 2-day MOPI assessment workshop, and 2-day WPT rater training workshop). UU language faculty helped develop ACTFL's latest assessment instrument: AAPPL used to assess UT's K12 DLI (see 7.A). L2TReC and USOE are partnering to collect assessment data on the DI programs and develop appropriate curricular adaptations.

**4.D.b Language Resources:** UU language faculty established L2TReC in 2013 to conduct research on second language acquisition, administer student proficiency and language placement tests, and provide teacher training. UU's DiBona Center for Educational Technology and BYU's Humanities Learning Resources (HLR) contain computer stations (UU: 104 in 4 computer labs; BYU: 31, plus an adjoining 60-station computer lab) equipped with language support software, and other document creation tools, sound recording and editing, and video editing programs and Adobe Creative Suite. WiFi is provided to both the wired computer stations allowing video conferencing, Skype conversations, streaming video and other live language interactions. Both facilities offer a streaming video service allowing streaming to classrooms and individuals enrolled in language classes and distance-learning classes (including Nahuatl and Quechua). Small testing/group study rooms (UU: 2; BYU: 5) are available for OPI testing and video conferencing. HLR houses a sound recording studio and live, international television in Span is

streamed throughout BYU's CH building. The HLR includes a library that provides multimedia resources, which support language acquisition outside of the classroom. In the last 2 years UU has digitized its multimedia language resources, now available through the Marriott Library. BYU's Foreign Language Activity Commons is open to students and language/cultural clubs. It includes 5 large screen TVs and a library of foreign language books and magazines. The Foreign Language Student Residence Program offers language dorms with resident language facilitators for 10 languages, including Span and Port.

BYU's S&P has conversation labs in both Span and Port for lower-division students and writing labs in both Span and Port for upper-division students. Since 1990 S&P has annually published *La Marca Hispánica*, a student-edited journal in Span, Port and English. Additionally, students can participate in BYU's chapters of the national honor societies for Span (Sigma Delta Pi, est. at BYU in 1959) or Port (Phi Lambda Beta, est. at BYU in 2014).

**4.D.c Language Proficiency Requirements:** The learning outcomes for all IMCLAS language majors include proficiency targets based on ACTFL standards. All UU BA candidates must pass at least a 4<sup>th</sup> semester course (or the equivalent) in a world language. OPI testing indicates that UU Span and Port students typically test at the intermediate level of proficiency (ACTFL scale) in all 4 modalities at the end of 4 semesters (for example, 100% of Port students tested at the intermediate level after 4 semesters according to the most recent OPI assessment conducted in 2014). UUCLAS is working with L2TReC to develop a more comprehensive testing regime for LA languages. L2TReC is a finalist for funding from the Language Flagship Proficiency Initiative to support research in collaboration with SLCC (CP1) on assessment of proficiency gains of language majors and minors, including Span and Port.

BYU's BA degrees all require language study up to the 2<sup>nd</sup> or 3<sup>rd</sup> year level, depending on the language. All BYU language majors and minors, language-teaching majors and minors, and Language Certificate recipients take an OPI as a requirement for graduation. According to OPI data, 100% of BYU language majors achieve the advanced-plus level on the ACTFL scale, compared to 50% nationwide. BYU language majors must also take the ACTFL WPT.

BYU has developed FLATS tests (for 52 languages, including Span, Port, and Haitian Creole) that are used by over 150 colleges and universities nationwide to determine language proficiency (last year 203 LA language FLATS tests were given at locations other than BYU). In 2013 BYU converted these tests to an online format to increase access and the number of tests administered doubled. These tests, which evaluate listening, reading, and grammar skills, provide students with advanced language proficiency an opportunity to receive 12-16 credits by examination. A "pass" score signifies the test taker has at least a 2<sup>nd</sup> year college-level ability. Each year many BYU students, after returning from foreign volunteer service, pass the FLATS in one of the LCTLs and continue to take advanced courses in the chosen language. BYU's CLS provides pre-and post-study abroad/internship language assessment.

**SECTION 5. LIBRARY** IMCLAS students and faculty have access to LA holdings through UU's Marriott Library (MLIB), BYU's Lee Library (HBLL) (consistently ranked as one of the top 20 college libraries by *The Princeton Review*) and the Family History Library (FHL) in SLC (the largest genealogical library in the world, which contains LA primary sources). They provide ample resources to support undergrad and grad coursework and student and faculty research. To maximize resources, the librarians at MLIB and HBLL have maintained a cooperative acquisition arrangement for area studies since the 1970s: BYU has focused on LA, and UU has

focused on the Middle East. This reduces redundancies and allows faculty from both institutions access to 2 stellar area studies library collections (see 5.B.a for borrowing arrangements).

**5.A.a. Library Holdings:** In this digital age, students and faculty enjoy unprecedented access to library print and non-print materials in both traditional (bound) and online formats. To expand

Table 5.1: Print and Non-Print Materials (Bound and Electronic) Available through MLIB and HBLL Library Catalogs				
	UU's MLIB		BYU's HBLL	
	LAS Materials	Materials in LA Languages	LAS Materials	Materials in LA Languages
Print (Articles)	1,194,251	311,596	7,531,555	2,503,994
Print (Other)	312,695	68,410	1,431,136	552,634
Non-Print	48,724	1,026	95,895	34,415

overall access, MLIB and HBLL have been both digitizing their collections for others to access and

incorporating more electronic materials into their collections (see 5.B.b). Both libraries subscribe to multiple databases about LA (HBLL: 12; MLIB: 18). Tables 5.1 and 5.2 show the results of this shift to electronic resources, and include the total number of LAS items that are listed in and accessible through the MLIB and HBLL catalogs. These include books (on the shelf and e-books), journals (bound and online), articles (print and online), maps, musical works, and special collections about LA countries and their languages.

HBLL provides curriculum support for all areas of LA (with strength in materials from Mexico, Brazil, and Argentina) and research support in the following subjects: Bolivia (2nd largest collection in the US), Mesoamerican archaeology (top 5 collection in the US), and

Table 5.2 English and Foreign Language LAS Materials (Bound and Electronic—including Articles) Available through MLIB and HBLL Library Catalogs		
Language	UU's MLIB	BYU's HBLL
English	1,120,383	6,321,902
Foreign Languages (including LA and non-LA foreign languages)	435,287	2,736,684

Mexican lit (the premier collection in the US of contemporary Mexican lit). The collection of Mesoamerican manuscripts (which

includes nearly all facsimiles published to date, early rare publications, and 117 boxes from the archaeologist William Gates collection) is particularly strong. BYU is in the process of digitizing

the William Gates collection, which deals with the languages, archaeology, and history of the native peoples of Central America, and includes maps, botanical studies, original manuscripts, photographs, drawings, genealogies of Maya families, and glyphs. Special Collections also holds the J. Reuben Clark papers (correspondence, writing, speeches, articles, photos) from his government career, which include the treatise protecting LA nations from intervention by European powers, the documents produced during his appointment as US Ambassador to Mexico (1930-33). Beyond conventional resources, HBLL provides research access to over 3,000 Mesoamerican and Andean artifacts through BYU's Museum of Peoples and Cultures.

MLIB's Special Collections supports one of the top rare book collections west of the Mississippi. It includes one of the largest collections of facsimiles of Mesoamerican codices in the US; especially valuable are originals dating from the 19th and early 20th centuries difficult to find elsewhere and those that (due to copyright) are not available online. MLIB also has a large collection of rare books from 16<sup>th</sup>-20<sup>th</sup> centuries about the Columbian encounter, photographs of Mormon Mexican colonies at the turn of the 20<sup>th</sup> century, and a Latino oral history archive, compiled in the 1980s by UU's American West Center.

**5.A.b. Financial Support:** David Wiseman, PhD, the newly hired full-time LAS librarian at BYU's HBLL is an active LAS scholar. He recently served a 3-year term as the Managing Editor of *Hispania* and he serves as the current Director of Communications for the American Association of Teachers of Span and Port. Three full-time cataloguers (2 faculty and 1 staff) and 1 student also support the LAS collection. These librarians acquire new materials through their close working relationships with 9 specialized dealers throughout LA. Total BYU annual library support is \$726,813 (salary & benefits; \$479,515; acquisitions: \$247,298). Robert Behra oversees the LA collection at UU. MLIB's International and Interdisciplinary team of 6

librarians also assists in this area. Within Special Collections, Luise Poulton, the head of the rare books division spends 20% of her time curating exhibits, making presentations, and caring for the LAS rare books (see 5.B.b). Annual UU library support for LAS is \$192,232 (salary & benefits: \$142,829; acquisitions \$49,403).

**5.B.a. Access to Other Collections:** BYU and UU maintain a strong cooperative arrangement that grants all students and faculty full access to both institutions' collections, including access to special collections not available to other institutions. MLIB and HBLL are members of RapidILL, Greater Western Library Alliance, Assoc of Research Libraries, with access to materials in the Center for Research Libraries Catalog, and the cooperative Online Computer Library Center, with access to WorldCat, the world's largest library catalog. Through ILL arrangements, BYU students/faculty borrowed 25,903 materials from other institutions during 2013. UU students/faculty borrowed 28,240 materials from other institutions last year.

FHL's LA collection contains vernacular resources such as local histories, biographies, gazetteers, immigration studies, passenger lists, civil registers, censuses, and ecclesiastical, military, land, notarial, and inquisition records. FHL houses the largest collection of parish records available in one location for many parts of LA. Some of the major collections from the *Archivo General de la Nación* (Mexico City) and the *Archivo General de Indias* (Seville, Spain) are available in various formats such as books, microfilms, and microfiche. The FHL is open to the general public; IMCLAS faculty and staff, as well as scholars from around the world, use the primary sources for research, including dissertation and thesis work on a wide range of topics. BYU students and faculty have access to nearly all of the records in FHL's collection through an FHL satellite facility at HBLL. SALALM's (Seminar on the Acquisition of Latin American Library Materials) 2014 conference focused on family histories and genealogical data. It was

hosted by BYU (a member of SALALM since 1976) and held in SLC, in part to be in close proximity to the FHL and its staff who participated in many of the presentations and panels.

**5.B.b. Access to Our Collections:** Through library consortia (see 5.B.a), UU and BYU participate in reciprocal lending. Last year, MLIB loaned 28,536 materials to other institutions and HBLI 25,252. Through Utah Academic Library Consortium, faculty and students from other academic institutions in UT directly checked out some 2,000 materials from HBLI in the last 3 years and over 599 items from MLIB last year. IMCLAS libraries are at the forefront of expanding digital access. Both HBLI and MLIB contribute their library content to the Mountain West Digital Library, which shares it with the Digital Public Library of America (DPLA). The Mountain West Digital Library is one of the largest contributors to and users of the DPLA. Individually, both HBLI and MLIB have been named by the DPLA as 2 of the top 25 most-used sources of content in the last year. BYU is also involved with 2 LA-specific consortia that expand access to LAS materials. HBLI is a founding member of the Latin Americanist Research Resources Project (LARRP). Mark Grover (BYU's former head LAS librarian who retired last year) was the first coordinator of LARRP, which partners with institutions to provide free and equitable information about scholarship. BYU is also a member of LAMP (formerly known as the Latin American Microform Project), which acquires, preserves, and maintains microform collections of unique, rare, and bulky or voluminous LA research materials. Both LARRP and LAMP are part of the Center for Research Libraries. Two HBLI LAS librarians also index for UCLA's Hispanic American Periodicals Index.

**SECTION 6. STAFF RESOURCES 6.A.a. Faculty and Staff Qualifications:** See Appendix 2 for IMCLAS faculty qualifications and accomplishments. Rebecca Horn is Dir of CLAS and author of *Postconquest Coyoacan* (Stanford U. Press) and (as co-author) *Resilient Cultures*

(Pearson, 2013; 2nd ed.). She has received research funding from Fulbright, NEH, and SSRC/ACLS and a college-wide teaching award. Horn is also a member of the Exec Committee of the Consortium of Latin American Studies Programs (CLASP), the PI of a current UISFL grant for LAS (2012-14), and has served as the director of UU's LAS program since 2007. Horn has guided the program through considerable growth including the creation of 3 degrees (LAS major, LAS MA, Port/Brazilian Studies minor), the creation of the center earlier this year, and almost a 450% increase in the core LAS budget. Claudio Holzner is UUCLAS Assoc. Dir. and Assoc. Prof. of Poli Sci. He is author of *Poverty of Democracy* (Pittsburgh U. Press 2010) and has received funding from NSF, Rockefeller Foundation and Russell Sage Foundation. Christopher Lund is Prof. of Port and has been the coordinator of BYULAS since 2007. Lund catalogued the Library of Congress Port Manuscripts Collection and translated Brazil's first novel, *Historia do Predestinado Peregrino e Seu Irmao Precito* (1682) into English.

Both BYULAS and UUCLAS share staff with other area studies programs. UUCLAS operates in the International Suite and shares 4 FT employees and 2 PT students with extensive international experience and language expertise with the Title VI Asia Center (AC). Since 2010, Bryce Garner (BA History/Asian Studies), has worked for UUCLAS/AC as administrative officer handling daily operations, including budgeting, record keeping, Title VI and other grant reporting, and staff oversight. To accommodate program growth for both CLAS and AC since 2010, we have added 3 FT staff positions: undergrad Academic Advisor Caitlin McDonald (MA, Asian Studies), FLAS and Events Coordinator Kevin Barrett (BA, IS LA track, speaks Span and Port) and K16 outreach coordinator Daniel Hernandez (MA, Education, speaks Span). See 6.A.c and 6.B.b. for more about their responsibilities, and see Appendix 2 for bios.

BYULAS is housed in KCIS with other area studies programs and BYU's Title VI NRCs for Asia (consortium with UU) and Europe. BYULAS has support from the KCIS director, 3 assist directors for academic programs, events/outreach, and international study programs; 2 academic advisors, 4 study abroad/internship advisors (plus 4 support staff), 1 event coordinator, 2 communications coordinators, 1 controller, 1 accountant, 1 computer/technical support officer, 1 risk safety and security manager, a travel office with 3 FT employees and some 85 student assistants. All staff at both institutions has experience working for the UU/BYU Asia consortium and undertaking the kinds of programming and initiatives that are required of an NRC.

IMCLAS has 181 LAS affiliated teaching faculty, 152 of which are tenured/tenure-track. They are highly qualified, productive scholars who publish with the major presses and journals for their fields (see Appendix 2). Some serve on the editorial boards of prestigious journals, including *Journal of Economic Issues*, *Journal of Medieval Iberian Studies*, *Fiction Collective*, *Contemporáneas* (UNAM, México), and *Asociación Española de Lingüística Aplicada*. Their work has been recognized with grants and fellowships from the NEH, NSF, NIH, Guggenheim, Ford Foundation, Rockefeller Foundation, US Geological service, Smithsonian Institution, National Geographic Society, Robert Wood Johnson Foundation, Andrew W. Mellon Foundation, Russell Sage Foundation, American Council of Learned Societies, American Philosophical Society, Center for US-Mexican Studies (UCSD), Fundação Luso-Americana, and Fulbright (including BYU President Worthen, who is an authority on the impact of law on indigenous peoples, and was Fulbright Scholar in Chile). They are active in national and international scholarly organizations, notably ACTFL (CLS Dir Ray Clifford was pres twice). IMCLAS faculty also act as consultants to local, national, and intl organizations including: local SLC and UT NGOs, USOE, College Board and AP programs in US, and the Newberry Library.

**6.A.b. Professional Development:** UU offers research grants to faculty through the University Research Committee (URC), Interdisciplinary Research Program, Research Instrumentation Program, and Funding Incentive Seed Grant Program, all of which can be used for travel abroad. The URC, THC, and individual colleges also fund research leaves in addition to sabbaticals. BYU has a generous program wherein every 5 years faculty receive 1 semester off at full pay or 2 semesters off at half pay for professional development. BYU's Office of Research and Creative Activities funds faculty research. Departments and colleges have generous travel funds for research and conferences, and KCIS administers a large fund for research and international travel. BYU's Faculty Center offers ongoing development programs to help faculty with teaching and publication strategies and training (see 1.A.b).

**6.A.c Teaching, Supervising and Advising:** All IMCLAS affiliated faculty teach undergrads and many teach grad students as well. Most LAS courses are taught by tenure-line faculty members or FT lecturers. UU's LAS director takes an active role in teaching, supervising, and advising students, as do all LAS faculty. Since 2010, UUCLAS has increased its advising staff who help students with LA interests integrate internships, career planning, and study abroad into their course of study. The academic advisor spends 50% of her time on LAS students and the FLAS coordinator spends 10% of his time advising LAS grad students. KCIS's 2 FT academic advisors and 3 student advisors devote 20% of their time to LAS students (see 2.B.a)

BYU and UU value exemplary teaching and IMCLAS faculty at both institutions have received numerous teaching awards at the department, college, and university level. At UU, the University Teaching Committee, Dee Committee, and study abroad Committee provide teaching/study abroad development grants that can be used for international travel. BYULAS majors are required to complete a capstone or senior seminar research paper under the

supervision of a faculty member. LAS faculty also sit on graduate committees and supervise and advise TAs. IMCLAS students participating in the honors program benefit from a personal mentoring relationship with their faculty advisor. Likewise, student research programs at each school fund faculty-mentored research (last year funding LA-related topics: \$105,800) and BYU holds 2 annual mentored research conferences: 13 LAS projects in 2013). Students publish *La Marca Hispánica*, under the supervision of S&P faculty.

**6.B.a Staffing, Oversight, and Faculty Involvement:** Faculty affiliate voluntarily with both the UUCLAS and BYULAS, neither of which holds its own lines. At UU, the director and associate director oversee the LAS academic program and all center activities. UUCLAS calls meetings each semester as needed to decide on center initiatives and program revisions (attendance: 30 people). In addition, UUCLAS has an advisory board and curriculum committee consisting of 7 faculty (from CH, CSBS, and Colls of Ed, Nursing, and Science). Each year, the director forms a faculty committee representing regional and disciplinary scope to decide on LAS MA admissions. BYULAS Coordinator reports to the VP for International Affairs and leads a committee of the whole (30 faculty, including LA librarians), which meets every semester to review LAS initiatives. An executive committee (3 faculty representing diverse disciplines) oversees programmatic curriculum issues and the coordinator handles special advising with students, such as course substitutions. All of our NRC initiatives were developed by teams of IMCLAS faculty to reflect their strengths and interests and are committed to carrying out all proposed course, study abroad and grant activities.

**6.B.b Administration and Outreach:** The UUCLAS director meets weekly with other area studies program directors who report to the CH Assoc. Dean for Intl and Interdisciplinary programs and consult regularly with OGE. UUCLAS outreach is handled by a recently hired

K16 outreach coordinator who devotes 50% of his time to LAS outreach and an events/FLAS coord (20% of his time on LAS events). BYULAS is situated in the KCIS, whose director and assistant director for academic programs and research oversee all of its 7 academic programs and meet regularly with the LAS coord. The KCIS director sits on the International and Area Studies committee chaired by the Intl VP along with the FHSS and CH deans. The LAS coord meets annually with this committee to report on the year's LAS activities and present new plans. Outreach activities are handled by the BYULAS coordinator, the KCIS assist director for events and outreach, 1 FT outreach coordinator, and 15 PT students.

**6.C Nondiscrimination:** UU and BYU are both Affirmative Action/Equal Opportunity

Employers and meet the standards of the Americans with Disabilities Act. UU's 76 LAS faculty include 44 women and 37 Latinos. The UUCLAS director is a woman, and 2 of the 5 staff are women or Latino. BYU's nondiscrimination policies and procedures are outlined in the University Equal Opportunity, Grievance, and Unlawful Sexual Harassment and Inappropriate Gender-Based Behavior Policies. KCIS staff includes many women and minorities, including the director of student advisement (minority woman), the director of study abroad (minority woman), and the director of international field studies (woman). BYU has 105 total LAS faculty; 40% are women and minorities. As we hire new center staff and teaching staff, we are committed to expanding our diversity. When conducting a hiring search, we will uphold UU and BYU's respective fair hiring practices and procedures.

**SECTION 7. OUTREACH** Outreach is integral to IMCLAS' program and is conducted in partnership with multiple units on both campuses, community colleges, K12 schools, and USOE to promote research, expand public understanding of LA, and provide teacher training (AP, CP1). All IMCLAS lectures, conferences, performances, films, and exhibits are open to the

public and widely advertised through center websites, email lists, public radio announcements, and posters.

**7.A. K12:** UU and BYU are deeply embedded in a statewide network of educators developing K12 language and area studies curriculum and teacher training through longstanding partnerships with USOE (see Roberts letter) and school districts (AP). UT is a national leader in K12 language education and one of only 6 states with an articulated Language Roadmap for increasing K12 language acquisition, developed in 2009 by a team including IMCLAS faculty, government officials, business leaders, and K16 educators. In UT there are 838 K3 students in Port DI and 10,500 K7 students in Span DI. UT's DI program is the largest in the country and expands as the oldest cohort enters a new grade level. DI students will take AP exams in 9<sup>th</sup> grade and college level courses in high school; by 2019, the students will enter univ (most at UU or BYU). IMCLAS is preparing now for this influx of students (i.e. with CLAC, 4.B.b). BYU's S&P and UU's L2TReC work with language coordinators at USOE to hone assessment tools, conduct research on proficiency outcomes, revise curriculum, and train teachers (AP; Table 7.1).

<b>Table 7.1 Language Training Initiatives for K12 Teachers in Partnership with USOE (AP)</b>		
<b>Teacher Training Initiative (AP)</b>	<b>Unit</b>	<b>Attendance</b>
5 <sup>th</sup> International Conference on Language Immersion Education	L2TReC	Oct 2014
Annual Weeklong K12 Span Language Teacher Immersion Workshop	L2TReC	30/year
Annual Utah DI Institute (2 day teacher training)	L2TReC	400/year
Annual 2 day K12 Span Language Teacher Workshop	S&P	70/year
Summer Span Language Institute (pedagogy training & in country immersion)	S&P	20/every 3 yrs
Annual Port STARTALK teacher training	S&P	20/year
Annual "Gateway to Learning" Workshop in Span and on LAS topics	THC	35/year

L2TReC (co-directed by UUCLAS faculty Rubio) is partnering with the state to perform groundbreaking language research on the DI programs (see section 4.D.a), directly impacting the **20,000 total DI students** in UT. ACTFL recently approached L2TReC and S&P to field-test the new AAPPL assessment in Port. Port students throughout UT (DI students and BYU/UU

students) will participate in this pilot, which will impact Port language assessment for **thousands of students** across the country.

The AY 2014-15 recipient of THC's Professors Off Campus program is UUCLAS asst prof Claudio (modern dance) who works with a local **(541-student)** Title 1 middle school to improve academic success by expanding knowledge of different cultures through dance. For over 30 years, KCIS's Intercultural Outreach Program, which has used its educational award-winning CultureGuides, or lesson plans about a country's culture (7 for LA) impacts **1,200 people/year**. Since the 1950s, BYU has hosted an annual K12 Span language fair. Due to its size and scope every Span professor and student instructor assists with the language fair, which consists of 2 parts: 1. language competitions for poetry, impromptu talks and conversation, skits, and a language bowl; and 2. an interactive communicative experience in Espanolandia (a simulated Span-speaking country). See Table 7.2 for more annual programs.

Table 7.2 Annual BYU Direct Outreach Programs to K12 Students		
Program	Unit	Attendance
Field trips to Museum of Peoples and Cultures (MPC) Mesoamerican and Andean exhibits	MPC	1,275/year
Mesoamerica Culture Case (for classroom use) & Andean Culture Case (coming 2014)	MPC	25/year
Annual Spanish Language Fair	S&P	3,000/year
Annual High School Business Spanish Language Competition at business school	Bus.	66/year
Annual HS Model UN Conference with Organization of American States committee in Span	KCIS	600/year
Intercultural Outreach Program and CultureGuides on Latin America	KCIS	1,200/year
Spanish Resource Center for lending educational materials in Spanish	S&P	6,500/year

UU's University Neighborhood Partners (UNP) provides outreach to local minority, immigrant and refugee populations (most of which are from LA) by collaborating with community organizations and local community colleges and universities to increase opportunities for underrepresented youth to attend college. Since its inception, enrollment at UU from the UNP target area (West Salt Lake) has increased almost 400% and graduation rates increased by more than 360%. UUCLAS faculty Hunter is the director of UNP and more than 2 dozen UUCLAS faculty are directly involved in UNP partnerships. UNP partners with SLCC to

*UU/BYU*

increase access to postsecondary ed, and provide writing classes, tutoring, and college application assistance. UNP's programs have impacted **23,141 people**, or 1/3 of all residents living in the UNP area.

**7.B. Postsecondary Institutions:** Postsecondary institutions throughout the US utilize computer-assisted language learning (CALL) programs (e.g. webCLIPS and FLATS, see 4.D.a and 4.D.c), developed by BYULAS faculty. Over **200 institutions** use WebCAPE (Computer Adaptive Placement Exam) in Span to place students in the appropriate language course.

BYU's Business school hosts an annual Business Language Case Competition for university business students from around the country with prize money awarded to the winning teams. The competition takes place in the target language, is open to non-native speakers of Span and Port, and provides students the opportunity to network with international Bus professionals who serve as judges and coaches while sharpening their presentation foreign language skills (2013 attendance: **43 people from 8 universities**).

Table 7.3 IMCLAS Academic Conferences and Workshops (2010-2014) Impacted Over 1,000 Scholars	
Conferences for Post Secondary Institutions Hosted at UU/BYU	School
5 <sup>th</sup> Annual Conference on Laboratory Approaches to Romance Phonology	S&P
National Association for Chicana and Chicano Studies Annual Conference	UU
SALALM (Seminar on the Acquisition of Latin American Library Materials) Conference	HBL
Rocky Mountain Council for Latin American Studies Annual Conference	BYU/UU
International Cntr for Law and Religious Studies (ICLRS) Annual Symposium (LA breakout sessions)	BYU Law
ICLRS Latin American Consortium for Religious Liberty	BYU Law
Language Learner Corpora: A Workshop for Researchers and Practitioners	L2TReC
Oral Assessment Workshop	L2TReC
ACTFL Oral Proficiency Workshop (1 <sup>st</sup> ever conducted entirely in Port)	L2TReC
ACTFL's Proficiency Assessments Summer Institute (4-day OPI assessment workshop, 2-day MOPI assessment workshop, 2-day WPT-rater training workshop)	CLS

UUCLAS was a co-sponsor of UT Valley University's (UVU, a Title III school—CP1) 2013-14 campus-wide cultural and academic series, Global Spotlight: Mexico. UUCLAS brought in speakers and panelists to UVU events, impacting **thousands**. UUCLAS actively disseminates its CLAC initiative (piloted with a UISFL grant in 2012, see 4.B.b). In spring 2014,

UUCLAS Assoc. Director Holzner presented to faculty from 7 departments at Assumption College about the CLAC model, and 3 LAS faculty presented on CLAC at the annual Southwest Conference on Lang Teaching (**impact: 20 faculty**). See Table 7.3 for conferences.

**7.C. Business, Media, and General Public:** KCIS and the Business school hosted a meeting of Entrepreneurship for Young Business Leaders of the Western Hemisphere, which included Business leaders from all over LA (**attendance: 30**). In May 2014, KCIS sponsored a talk in Wash DC by Rep Salmon of AZ about US trade with LA. Representatives from businesses, NGOs, and US government attended (**55**).

IMCLAS faculty are routinely interviewed, cited, or quoted in local, national, and international media (e.g., *NYT*, *LA Times*, *Salt Lake Tribune*, *La Jornada*, *Univisión*, NPR, and Span-language media), impacting **millions of media consumers**. UU and BYU advertise lists of experts on various LA countries to facilitate media contacts with faculty. The *NYT* and *Miami Herald* both recently reported on UUCLAS faculty Coley and Kursar's research. An article in the *Huffington Post* featured UUCLAS faculty Goldsmith and his architecture and planning study abroad program. KBYU, BYU's radio station produces *Thinking Aloud*, which often interviews local LA experts and visiting speakers and is broadcast to **thousands of listeners** in the region.

KCIS hosts 140 lectures/year, many are planned with BYULAS and include LAS topics: international migration challenges facing Mexico, US security assistance in Colombia, police reform in LA, and the 1968 Mexico City Olympics. Each lecture reaches an initial live audience of approximately **100** and is disseminated through the KCIS website, podcasts (over **143,000 downloaded** from iTunes last year), and the Sirius XM BYU channel. Through its Ambassador

Lecture Series, KCIS brings some 15 ambassadors to campus, often shared with UU HIP (recent LA forums featured Ambassadors to the US from Argentina, Bolivia, Brazil, Chile, Guatemala,

Table 7.4 Select IMCLAS General Public Outreach Events 2010-2014	
Events	Attendance
<b>Campus Museum Exhibits</b>	
UU Natural History Museum: "Chocolate" (featuring history of Ancient Maya and Aztecs)	124,730
UU Museum of Fine Arts (UMFA): "Las Artes de México" (ancient Mayan and Aztec artifacts)	4,500
UMFA Mexican artist Adriana Lara (exhibit and artist lecture)	1,120
UMFA "Pablo O'Higgins" exhibit	2,350
UMFA Lecture by Alfredo Jaar, Chilean artist	250
UMFA Lecture by Miguel Luciano, Puerto Rican artist	65
UMFA "Our America: The Latino Presence in American Art" visiting exhibit from Smithsonian	For AY 2014-15
Lecture by Dr. Umi Vaughan, artist/scholar who specializes in African diaspora in Caribbean	65
BYU Museum of Art: Alex Webb photography (Haiti, the Caribbean, and US-Mexico Border)	171,115
BYU Museum of Peoples and Cultures (archaeology of Mesoamerica and the Andes)	5,000/annually
<b>Library Exhibits/Programs</b>	
MLIB digital "Viva México" exhibit featuring rare books from Special Collections	450
MLIB digital "Nahuatl Spoken Here" exhibit featuring Mesoamerican Codices from Spec. Coll	675
MLIB "History of the Book" & "Treasure Chest" presentations of LA Spec. Coll to public	1,600/annually
HBLL "Literatura de Cordel" exhibit of popular folk stories from Brazil	3,000
HBLL "Amazonia" works by 4 Brazilian photographers	4,300
<b>Latin American Performances</b>	
Eduardo Browne (Chilean folk music concert, master class, and lecture at UU)	300
Del Sotavento Son (music group from Veracruz, Mexico performance at UU)	50
Guitarras Latinoamericanas (music concert and poetry event at UU)	100
Living Legends (BYU LA heritage student performing group)	8,000/annually
Ballroom Dance Company (BYU student group performing Latin dances)	10,000/annually
BYU Annual Fiesta (cultural celebration including performances by heritage students)	1,000/annually
"Cantos Del Sur" (performance of Latin American songs by BYULAS music and Span faculty)	200
<b>Semester-long and Yearlong Thematic Initiatives</b>	
UU Nahuatl Outreach (Mesoamerican codices exhibit, 3 lectures by visiting scholars)	240
BYU Brasil Beneath the Surface (8 lectures, 7 film screenings, 3 art exhibits, capoeira demo)	1,500
<b>Student Clubs/Organizations</b>	
UU Brazilian Club (regular events throughout the year: festa junina, capoeira, films, dances)	50/event
BYU Student Association for Latin American Studies (hosts 2 socials and 6 lectures annually)	150/event
BYU's Instituto de Estudios César Vallejo (largest chapter in US—hosts Peruvian events).	1,100/annually
<b>IMCLAS Collaborations with Artes de México (nonprofit that promotes Mexican arts and artists)</b>	
"Mexico Then & Now" photos from Casasola Archive displayed at HBLL and MLIB	6,600
2013-14 events: Artist lectures, 2 film tours, bilingual art history classes for families	1,246

Mexico, Panama, Paraguay, Peru, and Ambassador to the UN from the Dominican Republic).

HIP's public affairs series has over 100 lectures by scholars and political leaders a year, many co-sponsored by UUCLAS. This semester's series included: a lecture on post-earthquake Haiti, one by the US Vice Consul at Nicaragua's embassy, and another by the Brazil Honorary Consul.

Advertised through the UT World Trade Center's newsletter, HIP forums attract **50-100** people  
UU/BYU

including the business community, students, faculty and the public and are podcast on the HIP website and broadcast through 2 NPR affiliates (audience: **thousands**).

As a US military designated Language Training Center, L2TReC provides crucial outreach; training units in specially designed intensive language courses and online instruction in advanced Span. Four S&P faculty (incl. Lund) have routinely provided Span and Port instruction to the military at Fort Douglas. This outreach has a **direct impact on US national security**.

KCIS produces CultureGrams and CultureGrams for Kids, short essays providing background on the geography, history, customs, culture, and people of 36 LA and Caribbean nations. Each peer-reviewed report is written by country experts and is available for subscription to an online database that has over **46 million users**.

**SECTION 8. PROGRAM PLANNING AND BUDGET** IMCLAS proposes a strategic roster of programs for the 2014-17 funding cycle that provides teacher training in languages and area studies (AP), that strengthens and expands our existing partnerships with SLCC, UVU (a Title III school) (CP1), and UU and BYUs Colleges of Ed (CP2), that builds our capacity to provide areas studies and language training for students in the social sciences and professional programs, and that significantly strengthens Indigenous Studies. We structure our activities around 4 goals: 1) Enhance the quality and quantity of Latin American (LA) language and area studies curriculum in K12 schools (AP) and community colleges (CP1) that constitute the main pipeline for UU and BYU; 2) Increase the number of undergraduate and graduate students enrolled in quality intermediate and advanced language courses; 3) Increase the number of students in social sciences and professional programs who enroll in language, area studies, and international study abroad and internship courses; 4) Strengthen Indigenous Studies. IMCLAS collaborates with

other area studies and interdisciplinary centers to reduce costs and maximize the regional and national impact of our initiatives.

**8.A Program Quality:** Our **first goal** responds to needs identified by our partners in K12 schools, our Colleges of Ed, and community colleges. We will collaborate to improve DI and secondary language pedagogy, integrate area studies content into the new Common Core curriculum, enhance college readiness for diverse students, and ensure smooth articulation of high school, community college, and higher ed language and area studies courses to facilitate college graduation. The UU Col of Ed, CLAS, and Asian Studies faculty will collaborate to develop a **new course for the elementary education degree** and provide training for pre-service teachers on incorporating area studies and international education into the K6 Common Core (CP2). CLAS and Asian Studies faculty will collaborate to develop a parallel course **“Area Studies and the Common Core”** for the History Teaching BA program for grades 7-12. To support current educators, UUCLAS and THC will organize annual training that provides LAS content to K12 teachers to integrate into existing curriculum (AP). We will partner with UU Col of Ed and SLC School District to provide **training and certification in LAS for paraprofessional educators** who work at Title I schools through workshops on LAS content, Spanish language instruction, and cultural and language skills of heritage students.

The expansion of UT’s DI programs just as Common Core has created the need to refine pedagogical techniques for teaching K6 math and science in L2 languages with attention to multicultural/international perspectives. We will partner with researchers in L2TReC and the UU/BYU Colls of Ed, and master teachers, to develop a teacher training series on best pedagogical practices **for math and science teaching in multilingual and DI classrooms**, with replicable classroom strategies and resources, and train pre-service and in-service teachers to

implement them (CP2). Similarly, DI and Common Core have fostered interest in a more robust coverage of international and area studies topics. We will partner with master teachers to develop lesson plans on **LA history, geography, culture, and society aligned with UT's Common Core** rubrics, run annual educator workshops, and provide access to curriculum materials developed in these teacher workshops.

With expansion of Port DI, demand for qualified teachers continues to grow. We will support events hosted by the Colls of Ed at UU, BYU, and UVU **to recruit students into the Port DI teacher ed programs**. The UUCLAS Outreach Coordinator will work with the Colls of Ed and the Port programs on the 3 campuses and the USOE Port DI Coordinator to organize recruiting events (CP2). In collaboration with the Col of Ed, BYU will create a new course (Port 378: "Port Teaching Methods 2") that will contribute to a new Port Teaching Major; critical for training teachers for Port DI. BYU will **develop curriculum for Port DI for middle school students**, a need identified by USOE Port DI coordinator as few resources are available for middle school curriculum in Port. BYULAS will collaborate with UVU to establish an annual **Port Language Fair on UVU campus** (CP1), based on the successful model of the annual Span language fair hosted at BYU since the 1950s (see Section 7.A). BYU will also support Port DI students to attend **Brazilian cultural performances**.

We will collaborate with other Title VI centers (UU/BYU: Asia; BYU Europe) on 2 initiatives: developing a 2-year teacher **training series for AP Art History** teachers across the state, who must revise their courses to meet new requirements for coverage of non-Western art starting in 2015-16 (AP); and hosting **annual pedagogical workshops for Span and Port instructors** and offering **3 annual area studies workshops** for Humanities and Social Science instructors at UVU (Title III institution) and SLCC (CP1). UU and BYU will count LAS courses

at SLCC for LAS transfer students, thus promoting a seamless transition into our programs.

A core strategic goal of IMCLAS is to increase access and opportunities for advanced language and LAS coursework for underrepresented and underserved students to increase enrollment, retention, and graduation rates of heritage speakers from LA. Westside Pathways (WSP) is a successful K12 college-access project developed by UUCLAS faculty in the Col of Ed designed to recruit students from underrepresented groups. **We will strengthen language and area studies content in WSP's college preparatory programs** and support training Col of Ed grad students involved with WSP.

We will fund the UUCLAS Outreach Coordinator activities and support the **CLASP Américas award** and its related programming and curriculum development. We will also collaborate with **Artes de México en Utah** to bring programming on Mexican art to the community and develop accompanying curriculum for K12 teachers. IMCLAS will support an annual **Mexican Film Festival** organized in collaboration with the Salt Lake Film Society since 2011, and support the **2014 International DI Conference** held in SLC.

Our **second goal** is to add intermediate and advanced courses in Port and 5 indigenous languages. BYULAS will introduce a new 3-year program in **Haitian Creole** (6 courses), first- and second-year of **K'iche'** (4 courses), and one semester of advanced **Quechua** and expand **Guaraní** to a full year of advanced instruction. BYULAS will support curriculum development for each new **course and a student assistant in the CLS to handle the increase in new courses**. As part of broader Indigenous Studies initiatives (see Goal 4), IMCLAS will use distance-learning technology to offer students instruction in both **Nahuatl** and **Quechua**. UUCLAS ran a successful pilot program in 1st-year distance-learning Quechua offered by the University of Pittsburgh (Pitt) taught by Tod Swanson (Arizona State University) during AY

2013-14. This grant cycle IMCLAS students will have access to 4 Pitt courses through distance-learning technology. UUCLAS will establish a **UU study abroad at the Andes and Amazon Field School (AAFS)** to provide students access to advanced Quechua instruction. We will support a **4-semester sequence in Nahuatl** taught by native instructors. UUCLAS will offer Nahuatl language instruction through the Instituto de Docencia e Investigación de Zacatecas (IDIEZ) in Mexico in Y1 and Y2 and will partner with UC Berkeley to share the costs of instruction starting Y3 and Y4. Funds will support travel for Nahuatl instructor to visit UU campus. IMCLAS will support a student assistant in the distance-learning Nahuatl and Quechua classrooms. We will create an **advanced Port course on Brazil** at BYU, and an **upper-division course in Port** at UU that serves as a bridge to advanced language lit courses for students who have gained advanced proficiency abroad.

UUCLAS will strengthen our successful CLAC program funded by a Title VI UISFL grant. We will develop **2 courses** based in disciplines taught entirely in Span or Port. We will collaborate with the Asia Center to offer **pedagogy workshops for faculty and TAs teaching CLAC courses**. To increase opportunities for advanced language study for students in professional programs, we will offer an advanced **Legal Span** course in the College of Law for the large number of students who have advanced Span language skills. BYULAS will organize a **faculty development workshop in S&P** to enhance curriculum with interdisciplinary perspectives and content, especially from the professions and fine arts. Since assessment is an integral component of our NRC goal of improving proficiency outcomes, we request Title VI funds to implement OPI testing for FLAS recipients.

UULAS has faculty in CSBS, Nursing, Education, and other professional programs, but the structure of these degrees makes it difficult for students to study language or develop area

studies. To accomplish our **third goal**, UUCLAS will develop an **undergraduate certificate in LAS** for majors in the social sciences and humanities, in addition to a **graduate certificate** that requires language and area studies for professional students. UUCLAS will create a **joint degree program** with the Masters in Public Administration Program (one of the largest graduate programs on campus, with an average of 30 MPA graduates/year) and 2 new **specialized MPA classes** with significant LA content ("Global Civil Society" and "International Crisis Management"), shared with the Asia Center. These courses will be taught on a regular basis, ensuring their sustainability beyond the grant cycle. We will bolster the area studies and language content for the new MPA and political science study abroad **program in Cuba**, offered for the first time in fall 2014. After Y3, UUCLAS and the MPA program will jointly assume the costs. We will fund a new course in **"Economic Development in Latin America."**

UU's Col of Nursing is integrating global competencies into their training. UUCLAS will support 2 nursing faculty to travel to Mexico to develop a short-term service-learning/study abroad program at the Maternity Hospital in Atlacomulco, Mexico for students in the **Nurse-Midwifery & Women's Health Nurse Practitioners Program**. In preparation, UUCLAS will collaborate with the Colls of Medicine, Nursing, Dentistry, and Pharmacy to embed LA language and cultural training in the required **Interprofessional Education Program (IPE) curriculum**.

To enhance opportunities for language and area study training for students interested in professional careers, we will develop 2 new courses at BYU: **"Urban Planning, Architecture, and the Urban Environment in Latin America"** and **"Tourism and Development in Latin America."** We will fund the co-Director of the Global Justice program in the Col of Law develop **internships for law students** (primarily with human rights, women's rights, and

environmental organizations in LA), which will assist law students with professional placement in areas of national need.

To create opportunities for international scholarly exchange and research, we will develop aligned workshops and lecture series to integrate faculty, graduate and undergraduate students across disciplines. Building on strengths in the philosophy and biology departments, UUCLAS will host a **Philosophy of Biology workshop** to deepen research networks of UU faculty and research groups at the Universidad Nacional Autónoma de México, Universidade Federal Fronteira Sul and Universidade Federal da Bahia. Philosophy faculty will apply for an NSF grant to augment funding for this workshop, which will seed faculty and student exchange programs between the 3 universities. IMCLAS will support a faculty and graduate student **workshop on "Poverty, Inequality, and Political Mobilization in Latin America."** This workshop will bring together prominent scholars to analyze political participation and populist mobilization in consolidating LA democracies from a comparative perspective. IMCLAS will support an **annual series of lectures** with prominent external speakers open to the public. The annual faculty **travel budget** will be used to support faculty research vetted through a competitive process each year.

To accomplish our **fourth goal** we will **build capacity for sustainable instruction of LA LCTLs**. Building on the successful pilot program in distance learning with Pitt, IMCLAS will build capacity for instruction in **Quechua** with support for **curriculum development**. Janis Nuckolls (BYU, Linguistics Professor), one of the most recognized Quechua scholars in the country, will work with both language learners in the Pitt/IMCLAS courses and native-language speakers at the summer AAFS in Ecuador to produce a **pedagogical grammar for 1st- and 2nd-year Quechua**. She will also develop the curriculum for 1 semester of 3rd-year advanced

instruction, offered at the AAFS. IMCLAS is committed to making this grammar and 3rd-year curriculum widely available to fill an important gap in the national capacity to provide instruction in Quechua.

IMCLAS will collaborate with UCLA, UC Berkeley and Stanford University to build a program of Nahuatl instruction at our universities and a curriculum that will serve as a model for other US universities. Our group, the Western Alliance for Nahuatl (WAN), will organize an annual research and pedagogy meeting, modeled on the successful Yale University program. All WAN institutions are committed to fund and host the annual meeting. The meeting will support faculty and grad student research, build collaborative relationships between participating institutions and provide a forum for WAN member institutions to plan their collaborative and complementary activities. In collaboration with the 3 other WAN institutions, IMCLAS will fund and coordinate the **development of English-language curricular materials for Nahuatl**. We will translate existing Span materials and **expand and enhance them with input from linguists** who have expertise in Nahuatl. Kevin Terraciano (UCLA) and Rebecca Horn (Utah), both Nahuatl scholars will coordinate the creation of the English-language Nahuatl curriculum. The outcome will be a high-quality Nahuatl curriculum in English for national dissemination and a model for other U.S. institutions offering Nahuatl. We will **create OPI assessment** measures for testing students in Nahuatl. The language center at Stanford will coordinate this initiative, with all four WAN institutions contributing funds and expertise. We will provide **language pedagogy workshops, especially distance-learning pedagogy for native-language instructors** and coordinate training with the annual WAN research and pedagogy meeting and the Yale summer Nahuatl language course, in which the native language instructors already participate. Because all Nahuatl initiatives involve significant cost sharing across the four institutions, we will

enhance national capacity and expertise in Nahuatl in a cost-effective way. Drawing on the expertise of assessment specialists at BYU and L2TReC, the BYU native-speaker instructor, and in collaboration with ACTFL, IMCLAS will develop an **OPI assessment measure for Guaraní**.

IMCLAS will support a year-long UU/BYU **faculty development workshop on Indigenous Studies** based on the successful workshop on Brazilian Studies funded by the UU UISFL grant. This workshop will include presentations and master lectures by 3 prominent visiting scholars drawn from diverse disciplines and provide participating faculty with materials, training, and tools to infuse their courses with enhanced content related to indigenous people of LA. IMCLAS will develop a **new history course**, “Mesoamerica and the Andes After the Conquest,” to complement existing courses on the pre-contact period for both regions.

IMCLAS will co-sponsor the **Symposium on Indigenous Languages and Cultures of Latin America** hosted by the Ohio State University (October 2015) and the **Strategy Workshop on Teaching Latin American & Caribbean LCTLs at the University of Indiana**.

**8.B.a Timeline: Goal 1** supports building and sustaining partnerships with the K12 community, SLCC, and UVU (AP) so most activities that fall under it will be conducted in all 4 years of the grant with few exceptions: 1) Support for the 2014 International DI Conference 2) The Port DI recruitment events hosted at Colls of Ed at BYU, UU, and UVU will occur in Y1 to kickstart recruitment efforts at a critical moment of expansion in the DI program statewide and increased demand for qualified teachers (CP1, CP2).

The Port DI middle school curriculum project will involve: Y1, the collection and review of materials from Brazil; Y2, the creation of "scope and sequence" and the "curriculum map," linking materials to state standards for world languages; and Y3 and Y4, the development of lesson plans and "scaffolding" of materials for use in DI classrooms. Teacher training on the new

AP Art History curriculum will run for Y1 and Y2, the school year before it is implemented and the first year of the new standards. Both the Math/Science Language project and the Common Core project will have several stages. During Y1 we will organize focus groups with experienced master teachers in several schools to identify challenges and then run workshops for them to develop best practices. In Y2 trained master teachers will produce replicable web-based resources for training other teachers. In Y3 and Y4 training will continue with new cohorts of teachers. Experience with these in-service trainings will be the foundation for the new pre-service teacher ed courses created in Y3 and Y4. SLCC and UVU have requested the proposed

Table 8. LCTL Course Offering Timeline									
	2014-15		2015-16		2016-17		2017-18		2018
	Fall	Sp	Fall	Sp	Fall	Sp	Fall	Sp	Sum
Guaraní 340									
Haitian-Creole 101									
Haitian-Creole 102									
Haitian-Creole 201									
Haitian-Creole 202									
Haitian-Creole 330									
Haitian-Creole 340									
K'iche' 101									
K'iche' 102									
K'iche' 201									
K'iche' 202									
Quechua 1010									
Quechua 1020									
Quechua 2010									
Quechua 2020									
Quechua 330									
Nahuatl 1010									
Nahuatl 1020									
Nahuatl 2010									
Nahuatl 2020									

pedagogy workshops every year for their faculty to fulfill their annual professional development requirement. This will become an expanding feature of IMCLAS partnership with these colleges as their LA language and area studies curriculum grows.

**Goal 2** requires steady growth in student enrollments and an increase in the number of LCTLs offered. We will build these LCTL programs over the 4 years of the grant cycle (Table 8).

Curriculum development for each new course will occur the semester prior to the initial offering.

A student assistant will be present in the distance learning courses for Nahuatl and Quechua all 4 years. The BYU student administrative assistant for CLS will support LCTL course offerings all 4 years of the grant. The year-long Brazilian Studies faculty workshop will occur Y1, along with the creation of an upper-division Port course on Brazil. During Y2, UU will develop a 3rd-year “bridge” course in Port lang. UU will offer a third-year level Legal Spanish course for law students Y2, Y3, and Y4. UU’s 2 new CLAC courses in Span or Port, one Y3 and one Y4 and hold CLAC pedagogy workshops for faculty and teaching assistants Y1 and Y3.

**Goal 3** entails building new curricular and extra-curricular pathways to acquire skills needed for careers related to LA. For the 4-year outcome UU will develop two new certificates in LAS (1 undergrad, 1 grad) and a joint degree with MPA requiring development of new courses, study abroad, and workshops. We will strengthen area studies and discipline-specific curriculum in the MPA program with 2 new MPA courses offered in Y1 ("Global Civil Society") and Y3 ("International Crisis Management"), and a study abroad program in Cuba (Y1-Y3). In Y1, UU will create internships in LA for law students and BYU will develop two new history courses to support professional degree programs ("Urban Planning, Architecture, and Urban Environment" and "Tourism and Development in LA"). The UU course, "LA Economic Development," will be offered Y2 and Y4. The UU IPE Span-language and cultural training for health sciences students will occur each year of the 4-year grant cycle, and the creation of the service-learning/study abroad program for nursing students in Mexico will occur Y1. The UU Philosophy of Biology workshop will occur Y2, with the UU/BYU “Poverty, Inequality, and Political Mobilization” workshop held Y3.

**Goal 4** produces concrete curricular materials that build national capacity for instruction in LCTLs, and activities that further academic scholarship of Indigenous Studies. By Y4, BYU will

have developed a 1<sup>st</sup> and 2<sup>nd</sup> year pedagogical grammar for Quechua, along with the curriculum for the first semester of 3rd-year language instruction. In Y1, UU will create a faculty-led study abroad program at AAFS as an immersion experience to complement students' campus Quechua instruction. In Y1 and Y2, IMCLAS will support the translation of existing Span-lang curricular materials for Nahuatl. During each year of the 4-year cycle, we will enhance and expand this curriculum to produce by the end of Y4 a curriculum for English speakers. WAN will also collaborate to create an OPI assessment measure for Nahuatl in Y4. UU will host the annual Nahuatl research and pedagogy workshop that will rotate each year among the WAN partner institutions in Y4 (Y1, UCLA; Y2, Stanford; Y3, UCB). In Y1, IMCLAS will collaborate on an Indigenous Studies Faculty workshop, develop an OPI test for Guaraní, and support the U of Indiana LCTL strategy workshop. In Y3, UU will also create a new history course, "Mesoamerica and the Andes after the Conquest" to strengthen curriculum on indigenous peoples of LA.

**8.B.b Resources and Personnel:** Current staffing levels at BYU and UU are fully adequate to carry out IMCLAS goals. Many of these initiatives draw on existing faculty expertise. The only new staff positions needed are a BYU CLS assistant to manage the expanded number of LCTLs and language levels offered, the distance learning student assistants at both schools, and a grad assistant at UUCLAS to help provide online access to new K6 curricular materials. With a total of 181 faculty, UU and BYU have the faculty resources to offer undergrad and grad LAS education of the highest caliber. The only new teaching personnel required to meet our goals are UU part-time instructors for Nahuatl, K'iche', Haitian Creole, and Guaraní, Legal Spanish, and an economics course. All other new courses will be taught by regular full time faculty.

**8.C. Costs:** All IMCLAS staff is shared with other programs to minimize costs. Attainment of our 4 goals only requires NRC funding for portions of the salary of some staff. At UU, this includes the project coordinator, the FLAS/CLAC coordinator; and the K16 outreach coordinator who will manage all K12, community college and Title III partnerships (CP1). All 3 positions are shared with UU AC. At BYU, the FLAS coordinator and CLS assistant will be shared between LAS and BYU's Title VI Centers for Asia (with BYU) and Europe. UU supports a portion of staff positions. UU now pays for 1/3 of the FLAS coordinator, 50% of the outreach coordinator, and 100% of the CLAS director and LAS advisor and 50% of the assoc. dir. course buyouts. BYU KCIS pays ¼ of the FLAS coordinator wages. In support of this NRC application, UU has funded a lecturer position in Port language and culture, 2 CLAC TA lines, and pledged \$20,000 in program support for UUCLAS. BYU KCIS pays 100% of staffing costs of the LAS coordinator's course buyout. Programmatic costs are also shared and most campus and public events at UU and BYU are co-sponsored with other units on campus to maximize resources and audience.

**8.E Impact:** NRC funds requested for 2014-17 and funding pledged by UU and BYU will have a transformative impact on the undergraduate training program in LAS at UU and BYU.

IMCLAS will leverage NRC funding to continue to build our capacity to provide current and future students superior global and career competency. By the end of the NRC cycle, UU will have a new dual LAS/MPA degree, and grad and undergrad certificates in LAS. Both campuses will significantly increase in the number of intermediate and advanced language courses in Haitian Creole, K'iche', Guaraní, Quechua, and Port, and increase the number of students graduating with advanced proficiency in these languages. Students will be able to take Nahuatl at beginning and intermediate levels. Regular CLAC courses will be offered in Span and Port at the

advanced level. Students in education, nursing, public administration, social sciences, humanities, and law will have new LAS courses and credit-bearing study abroad and internship opportunities.

As UT's DI students advance through the K16 pipeline toward college and our secondary language programs expand and improve, UU, BYU and other UT universities will experience a growing population of bilingual students demanding advanced language curriculum matched by appropriate area and professional studies and opportunities to take a 3rd language. Undergrad and grad FLAS will incentivize more students to incorporate language study and area studies into their BA and grad programs. IMCLAS will use FLAS to actively recruit out of state students to increase the regional and national impact of our programs.

## **SECTION 9. IMPACT AND EVALUATION**

**9.A.a Impact:** IMCLAS has 2,109 majors and minors in LAS related language and area studies programs (Table 2.1) and over 10,000 students enrolled in our LAS language courses (Table 4.1). Our collaborations with SLCC and UVU (CP1) will expand these figures and make NRC resources for higher Ed available to students across UT. Through our partnerships with USOE and K12 schools, we will impact the curriculum and classroom experience of thousands of students, preparing them to excel in language and area studies. As national leaders in language instruction and assessment, IMCLAS provides resources, training, and consulting for the improvement of LAS language education across UT and nationwide (see 4.D.a and 7.A). Hundreds of thousands of people attend LA-related events sponsored by UU and BYU each year and use web-based and other resources we produce (see 7.C).

Among recent IMCLAS grads, about half have placements in LA-related careers that serve national needs, including K12 language teaching (particularly in DI schools), the military

(USAF, National Defense University at Fort McNair, Army Foreign Affairs Officers), state government (Office of Economic Development), federal government (department of Health and Human Services), international NGOs (International Rescue Committee), journalism (Assumption College, MA), international business (Goldman Sachs, Google), higher education, NSA, CIA, and foreign service. Many agencies, universities and businesses that need students with advanced language proficiency seek out IMCLAS students. Both Goldman Sachs and NSA have located in UT to take advantage of local language expertise and recruit regularly on both campuses. Between 2009-13, 66 BYU grads became US Foreign Service Officers and over 50 BYU grads have joined the CIA's Open Source Center since 2007. BYU is a top feeder school for the foreign service, NSA, and CIA (one of 6 targeted universities for these organizations).

**9.A.b. Matriculation** 25% of IMCLAS students pursue grad study. The NSF ranks BYU 1<sup>st</sup> nationally for the number of foreign language grads pursuing PhDs. In the last 4 years, BYU/UU have placed LAS students in MD, MBA, JD, MPH, and PhD programs at UCLA, U of Florida, Penn State, UC Irvine, U of Kansas, U of Wisconsin, Harvard, Brown, UNC, UCSB, U of Minnesota, U of Arizona, Vanderbilt, OSU, UT Austin, U of Maryland, U of Georgia, Purdue, Rutgers, U of Indiana, and Stanford.

**9.B. Equal Access:** Both BYU and UU are fully committed to providing equal access for all individuals. UU's new K16 outreach coordinator for international programs is developing a marketing and recruitment campaign for the LAS degree programs targeting minority students on campus and in high schools and colleges across the state. Both campuses are barrier-free, allowing students and participants of all abilities access to IMCLAS programs and events. BYU's University Accessibility Center and UU's Center for Disability Services work closely

with students and employees to ensure that all individuals are able to participate in the activities on their respective campuses regardless of their abilities.

**9.C.a. Evaluation Plan:** The UT Education Policy Center (UEPC) was selected as the independent evaluator for this project. The UEPC is an independent, non-partisan UU research center in the Col of Ed that bridges research, policy and practice for UT public schools and higher ed. Comprised of a team of researchers with methodological and content expertise, the UEPC has developed a comprehensive, objective evaluation plan that will provide key quantitative and qualitative measures of the project implementation and impact. Working closely with IMCLAS Co-PIs, the UEPC drafted specific, measurable objectives for each of the 4 project goals, as listed in the attached Performance Measure Form (PMF). Upon notice of funding, UEPC will finalize the evaluation plan, including the remaining PMF items 4 (data/indicators of progress), 5 (measurement frequency), 6 (data sources), and 7 (baseline and targets). In addition to tracking progress on each of the performance measures outlined in the PMF, UEPC recognizes the importance of implementing a well-designed project to ensure that desired outcomes are achieved. As such, the evaluation plan addresses both *implementation* and *impact*. UEPC will use the following evaluation questions to guide data collection and analysis for each goal area.

Table 9: Evaluation Plan				
Evaluation Questions	Indicators	Methods	Data Sources	Timeline
<b>Goal 1. Enhance the quality and quantity of Latin American language and area studies curriculum at the K12 schools and community colleges that constitute the pipeline for UU and BYU</b>				
1.1 In what ways did additional courses contribute to improved teacher preparation to implement Latin American language and area studies curriculum?	Pre-service teacher ratings of preparation	Online surveys	Pre-service teachers	Annually
1.2 What were the quality, relevance, and usefulness of curriculum materials and resources?	<ul style="list-style-type: none"> <li>Teacher/ instructor satisfaction ratings</li> <li>Adherence to standards of quality curriculum and resource design</li> </ul>	<ul style="list-style-type: none"> <li>Online surveys</li> <li>Document review</li> </ul>	<ul style="list-style-type: none"> <li>K12 teachers</li> <li>Community college instructors</li> <li>Final deliverables</li> </ul>	Annually
1.3 What were the quality,	• Teacher/ instructor	• Pre- and	• K12 pre-service	Annually

Table 9: Evaluation Plan				
Evaluation Questions	Indicators	Methods	Data Sources	Timeline
relevance, and usefulness of teacher professional development opportunities?	end-of-session ratings • Adherence to standards of quality professional development	post-event online surveys • Document review	and in-service teachers • Community college and Title III instructors • Prof Dev/ Workshop agendas	
1.4 In what ways did teachers' participation in Prof Dev and use of curriculum materials influence secondary students' preparation for postsecondary education?	• AP exam results • Language proficiency exam results	Student achievement analysis	Utah Data Alliance database	Annually
<b>Goal 2. Increase the number of undergraduate and graduate students enrolled in quality intermediate and advanced language courses</b>				
2.1 To what extent did students participate in new language courses and the study abroad program?	• Number of students enrolled in new courses • Number of students in study abroad program	Frequency statistics	Department level enrollment records	Annually
2.2 What were student perceptions regarding the quality of new courses and study abroad program?	• Student satisfaction ratings • Student ratings of program quality	• Student course evaluations • Online surveys	• Students enrolled in new courses • Students participating in study abroad	• End of semester • Annually
2.3 To what extent did students utilize the distance learning opportunities?	Number of students enrolled in distance learning	Frequency statistics	Department level enrollment records	Annually
2.4 To what degree did participation in pedagogy and faculty development workshops contribute to course quality?	Participant ratings workshop applicability	Online surveys	Faculty and instructors participating in workshops	Annually
2.5 In what ways did the expansion or creation of new courses influence students' proficiency levels?	• Student ratings of course outcomes • Ratings of student language proficiency • Instructor perceptions of proficiency	• Online surveys • Focus groups	• Students enrolled in new courses • Instructors of new courses	End of semester
<b>Goal 3. Increase the number of students in social sciences and the professions who enroll in language, area studies, and international study abroad and internship courses</b>				
To what extent did students participate in new joint degree and certificate programs in LAS?	• Number of students enrolled	Frequency statistics	Course enrollment records	Annually
In what ways did student participation in new joint degree and certificate programs contribute to professional understanding of LA languages	Student perceptions of contributions to professional understanding	Focus groups	Students enrolled in joint degree and certificate programs	Annually

Table 9: Evaluation Plan				
Evaluation Questions	Indicators	Methods	Data Sources	Timeline
and cultures?				
To what extent did students participate in curricular and extra-curricular activities designed to link LAS to careers?	Number of students enrolled in courses and programs	Frequency statistics	Course enrollment records	Annually
What were the quality, relevance, and usefulness of the curricular and extra-curricular activities for students to link LAS to careers?	<ul style="list-style-type: none"> <li>• Participant end of session ratings</li> <li>• Adherence to standards of quality professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and post-event online surveys</li> <li>• Document review</li> </ul>	Faculty enrolled in workshops	Annually
<b>Goal 4. Strengthen Indigenous Studies</b>				
4.1 What were the quality, relevance, and usefulness of curriculum materials and resources created to support LCTL studies?	<ul style="list-style-type: none"> <li>• Faculty/instructor satisfaction ratings</li> <li>• Student satisfaction ratings</li> <li>• Adherence to standards of quality curriculum and resource design</li> </ul>	<ul style="list-style-type: none"> <li>• Online surveys</li> <li>• Student course evaluations</li> <li>• Document review</li> </ul>	<ul style="list-style-type: none"> <li>• University and community college faculty</li> <li>• Students enrolled in LCTL courses</li> <li>• Final deliverables</li> </ul>	Annually
4.2 To what extent did students participate in new courses on indigenous languages?	Number of students enrolled in courses and programs	Frequency statistics	Course enrollment records	Annually
4.3 In what ways did the new courses contribute to improved proficiency in and understanding of indigenous languages?	<ul style="list-style-type: none"> <li>• Student satisfaction ratings</li> <li>• Student ratings of improved proficiency and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Student course evaluations</li> <li>• Online surveys</li> </ul>	Students enrolled in target courses	Annually
4.4 What were the quality, relevance, and usefulness of the professional development events to support indigenous language studies?	<ul style="list-style-type: none"> <li>• End-of-session ratings</li> <li>• Adherence to standards of quality professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and post-event online surveys</li> <li>• Document review</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty participants in workshops</li> <li>• Conference participants</li> <li>• Prof Dev/Workshop agendas</li> </ul>	Annually
In what ways did the collaboration among universities contribute to national capacity for sustainable instruction in LCTLs?	Faculty and staff perceptions of collaboration	Focus groups	Faculty and staff from collaborative universities	Annually

The UEPC will collect and analyze evaluation data annually and will provide results in two reporting formats: **1) Interim Reports.** The UEPC will prepare mid-year interim internal reports for project staff to review and discuss formative findings that can be used for mid-course adjustments and project planning. **2) Annual Evaluation Reports.** The UEPC will prepare

annual evaluation reports of findings that will be used to formally document progress on the performance measures and the quality of implementation. The annual evaluation reports for external audiences will include executive summaries.

**9.C.b. Evaluations** UUCLAS was awarded a UISFL grant (2012-14) to strengthen LAS/Brazilian Studies and Span and Port across the disciplines and successfully implemented most grant activities as proposed. Because of low enrollments and responding to the external evaluation, Brazilian Studies faculty adjusted the CLAC program and created a single Port CLAC section shared by 3 courses. The Brazil study abroad program created with the grant was a great success for students, but due to low enrollments, it was cancelled summer 2014. We are working with partners at BYU and UVU to create a sustainable Brazil study abroad shared by the 3 institutions (CP1).

UU and BYU routinely conduct student exit surveys, participant surveys for teacher trainings, faculty consultations and student focus groups to monitor the impact of our activities and identify problems. BYU uses OPI tests to monitor the proficiency levels of its language students and UU started a similar testing regime in 2013-14 to test graduating language and area studies majors and students completing the 2-year BA language requirement. We have formulated our goals and performance measures for this cycle based on data from this evaluation. These include teacher trainings in school communities that focus on implementable classroom strategies, smaller lower division language courses with better pedagogy training for instructors, better articulation of curriculum across levels and clearer proficiency learning outcomes, more advanced language courses focused on professional or discipline-specific skills (CLAC) and grad student research needs, and more content courses and career mentoring for students integrated into coursework.

**9.D. FLAS (LAS Specialists):** IMCLAS graduates a high number of Port language specialists.

Some have pursued PhDs in LA History, Span, and Port and are employed as professors, training future generations. Others are sought after for their expertise, particularly in areas of national security and intelligence (see 9.A.a and 9.E.a and 9.E.b). According to a recruitment officer for a government security organization, “BYU has students who qualify themselves into unique but very important niche areas: Span speakers who add Port to their skills mix, Geographer or Computer Science majors with language-skills.” Finally, “BYU grads are over represented in the number of officers who apply/volunteer for our overseas assignments. These tours are critical to our every day and high priority operations/collections.”

**9.E.a. Needs and Information:** IMCLAS trains students in 2 critical languages (no institution trains more Port students) and provides maintenance language training for the US military. UU’s MA LAS program has attracted many military personnel due to its low cost and the ability to complete the program in 12 months. See section 7 and 9.A.a for dissemination.

**9.E.b. IMCLAS Grads:** For grad placements, see 9.A.a and 9.D. We incorporate career mentoring with an emphasis on government and public service into LAS degree requirements and host workshops with recruiters from government agencies, NGOs, and businesses. A recruiter recently stated, “the BYU IR major is strong not only on politics, but on economics, as well, plus the great majority of students have very strong language skills. This is really important to us. We are drawn to schools with a commitment to that broad range of skills.”

**9.F.a. FLAS (Awards for National Needs):** Over 50% of FLAS fellowships will support the department of Ed’s priority languages. FLAS selection committees will give priority to students who demonstrate financial need as well as to professional school students and those planning careers in government, public service, and education (FP1). The FLAS program run by UU/BYU

Asia NRC has awarded more FLAS fellowships because tuition at both universities is low (BYU average: 33/year; UU average: 27 year). IMCLAS anticipates awarding a similar numbers of FLAS fellowships.

**9.F.b. FLAS (Placement):** Two-thirds of LAS grads are employed in sectors that use their critical language skills (see 9.A.a, 9.D, and 9.E.b).

**SECTION 10. FLAS AWARDEE SELECTION PROCEDURES** **10.A.a Advertisement:** The

FLAS program at UU will be managed by the UUCLAS Assoc. Dir. and FLAS Coordinator and at BYU by the BYULAS Coordinator and the FLAS Coordinator. The UU FLAS Coordinator works with the LAS advisor to advertise the competition through the website, LAS Facebook page and printed materials posted around campus and distributed to LAS faculty, the study abroad office, and relevant academic advisors. Starting in 2014, the new K16 Outreach Coordinator will help with recruitment of minority applicants by advertising in the Center for Ethnic Student Affairs and Latino student groups. UU's newly centralized Scholarship Office will now advertise FLAS along with other scholarships. From Oct-Jan, the UU and BYU FLAS Coordinator will run regular info sessions, presentations in classes, at study abroad fairs and targeted presentations for professional school students. The BYU Coordinator advertises FLAS through the Office of Prestigious Scholarships and Fellowships, CLS, S&P, BYU's Title VI CIBE, and KCIS's website, blog, and monthly e-newsletter. Current BYU FLAS fellows staff info booths in the student center 2x/week and at study abroad fairs.

<b>Table 10: IMCLAS FLAS Selection Process Annual Timeline</b>		
<b>Task</b>	<b>UU Deadline</b>	<b>BYU Deadline</b>
Selection committees meet to review criteria and procedures	March-August	May-August
Info meetings, promotional material distribution, and applications open	September	September
Summer FLAS applications due	January 15 <sup>th</sup>	Mid November
AY FLAS applications due	January 15 <sup>th</sup>	Mid February
Selection committees meet to award Summer FLAS scholarships	Mid February	Early December
Selection committees meet to award AY FLAS scholarships	Mid February	Mid March

**10.A.b. Selection Process:** Each step in the selection process occurs as outlined in Table 10.

**10.A.c. Awards and Priorities:** FLAS CP1: To increase the number of awards to students demonstrating financial need IMCLAS will expand advertising through our central scholarship offices and to more socio-economically and ethnically diverse students (see 10.A.a). Both UU and BYU will require completion of a FAFSA, filed through the Scholarship Office for FLAS applications.

FLAS CP2: IMCLAS will award more than 50% of academic year FLAS fellowships in priority languages. UU proposes the following languages: Port (F2), Quechua (F2), and Nahuatl. BYU will award FLAS scholarships in 5 languages: Port (F2), Quechua (F2), K'iche', Haitian Creole and Guaraní.

**10.B. Student Award Application:** Grad and undergrad applicants complete an online app open from Sept to deadline (Table 10) requiring a Statement of Purpose explaining past language training and how their career goals incorporate language and area studies; transcripts; 2 faculty recommendations and, starting in 2015, the student's expected family contribution from FAFSA.

**10.C.a. Selection Committee:** UU and BYU will each form annual selection committees of 8-10 LAS faculty chosen by the Assoc. Director (UU) or BYULAS Coordinator and representing the language, regional, and disciplinary range of applicants.

**10.C.b. Selection Criteria:** IMCLAS FLAS materials will state that the selection criteria prioritize superior academic credentials (demonstrated by grades, test scores, letters and statement cogency), advanced language study, students interested in careers in government, public service, the professions, and L2 education, and preference for students with demonstrated financial need. IMCLAS will also prioritize students enrolling in intermediate level or higher; awards for lower language levels will be reserved for graduate students learning a second LCTL.

# APPENDIX 1A: UNIVERSITY OF UTAH LATIN AMERICAN STUDIES COURSE CONTENT

1000-4000 level courses are undergraduate level, 5000 and above are graduate level courses

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
<b>Anthropology</b>							
ANTH 1010	Culture & Human Experience	3	25% of course when taught by a Latin Americanist	T.J. Flanson/D.M. Jones/L.J. Vashro/S.J. Beckerna/J.E. Coxworth/A.T. Sager/E.A. Stone	360	X	X
ANTH 1030 ENVST 1030	World Prehistory	3	25%	J. Brenner-Coltrain/R. Burrillo/E.R. Keefe/B.F. Coddig	194	X	X
ANTH 2031	Rise of Civilization	3	25%	R.R. Paine	25	X	X
ANTH 2070	Languages of the World	3	25%	M. DiPaolo			X
ANTH 3128	Andean Cultures	3	100%	B. Milicic	36	X	X
ANTH 3153/5153	Black Atlantic	3	50%	D.M. Jones		X	
ANTH 3154/6154	Brazilian Culture	3	100%	D.M. Jones	32		X
ANTH 3211/5211	Biology of Native Americans	3	50%	S.W. Carlyle		X	X
ANTH 3321/5321	Classic Maya	3	100%	R.R. Paine	23	X	X
ANTH 3322/5322	Mesoamerican Archaeology	3	100%	R.R. Paine	22	X	X
ANTH 3961/5961	Religion in Latin America	3	100%	T.J. Flanson	6	X	
ANTH 3961/5961	South American Indians	3	100%	S.J. Beckerman	1	X	X
ANTH 4245/6245	Human Migration	3	25%	A.V. Bell			X
ANTH 4962/5962	Maya Archaeology: Field Research	3	100%	L. Knapp			X
ANTH 4962/5962	Maya Hieroglyphic Writing	3	100%	L. Knapp			X
<b>Architecture</b>							
ARCH 6203	Precolonial	3	100%	A. Serrato-Combe	11		
<b>Art History</b>							
ARTH 3510/6510	Modern Latin American Art	3	100%	M.D.M. Gonzalez	9		X
ARTH 3550	Latin American Avant-Gardes	3	100%	M.D.M. Gonzalez	0	X	
ARTH 4500	Art & Conflict	3	25%	M.D.M. Gonzalez	12		
ARTH 4520/6510	Brazilian Art	3	100%	E. Shtroumberg	8		X
ARTH 4530/6510	Chicano Art	3	100%	M.D.M. Gonzalez		X	
ARTH 4540/6510	Border Visual Culture	3	100%	E. Shtroumberg		X	
ARTH 4590/4985/6880	Seminar: Latin American Art	3	100%	E. Shtroumberg	12		X
ARTH 6810	Visual Intersections: Digital Age	3	25%	E. Shtroumberg		X	
ARTH 6960	Latin American Art Directed Study	3	100%	E. Shtroumberg	1		
<b>Biology</b>							
BIOL 3440	Global Change Ecology	3	25% if final paper on LAS topic	L.C. Nesbitt	7	X	X
BIOL 3450	Rain Forest Ecology	3	50%	J.R. Malenke		X	X
BIOL 3460	Global Environmental Issues	3	25% if final paper on LAS topic	L.C. Nesbitt	102	X	X

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
BIOL 5325	Tropical Field Biology	3	100% field site in Costa Rica	J. Longino		X	
<b>Business</b>							
BUS 2900	Intro to International Business	3	25%	P.J. Dowling	252	X	X
BUS 3212	Business of Global Media	3	25%	R.W. Gehl	50		X
BUS 3234	Brazil & the Global Economy	3	100%	H. Cagle	49	X	
<b>Communication</b>							
COMM 3490	Alternate Media for Minorities	3	25%	K. Mangun	36		X
COMM 4670	Venceremos	3	100%	S.M.Aleman	3	X	X
COMM 4670	Community Journalism	3	25%	F.D. Olivo		X	X
COMM 5540/6540 ETHNC 5540	Media & Diversity	3	25%	S.M. Aleman	31		X
COMM 6090	Teaching College Communication	3	25%	J. Pierce		X	X
COMM 7640	New Media	3	25%	J. Pierce/R. Gehl	8	X	X
<b>City and Metropolitan Planning</b>							
CMP 4960/6960	Green Communities	3	100% field site in Brazil	S. Goldsmith	6	X	X
<b>Compative Literary and Cultural Studies</b>							
CLCS 3670	Comparative World Literature & Civ	3	25%	E. Garcia-Martin	7		
CLCS 4975	Border Crossings	3	100%	E. Garcia-Martin			X
CLCS 4975	Comparative Approaches to LAm	3	100%	A. Espinosa		X	
<b>Dance</b>							
DANC 1010	Dance in Culture	3	50%	J.C. Claudio/J.T. Pearson/T. London/A.M. Ramos/L. Vandunk	101	X	X
DANC 1012	Afro-Caribbean Rhythms	1	100%	A.M. Ramos/J.C. Claudio		X	X
DANC 2640	Dance and the African Diaspora	2	25%	J. Scoville/M.T. Wall	29	X	X
DANC 4420	Service Learning Modern Dance	1.0-3.0	75%	J.C. Claudio	3	X	X
DANC 4571/6350	Movement in Culture	3	25%	S. Hummasti/A.M. Ramos/C.A. Schaub	25	X	X
DANC 6340	Dance and Community	3	75%	J.C. Claudio	4		X
<b>Economics</b>							
ECON 5530/6530	Principles of Economic Development	3	25%	G. Berik		X	X
ECON 5560/6560 GNDR 5560	Gender & Economic Dev in the Third World	3	25%	G. Berik	13	X	X
<b>Education, Culture and Society</b>							
ECS 3150	Intro to Multicultural Education	3	25%	V.E. Valdez/J.J. Garcia/L. Alvarez/F. Margonis/E. Buendia/C. Huynh/N. Huante-Tzintun/R.J. Gutierrez	168	X	X
ECS 5634/6634	Dual Immersion Education	3	25%	J.A. Freire	23		X
ECS 5709/6709	Building Family-School Partnerships for Youth Success	3	25%	J. Arvizo	14	X	X

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ECS 5715/6715	Urban Education	3	25%	C.T. Pierce	43	X	0
ECS 6617/7617	Global Knowledge, Text & Performance in Education	3	25%	E. Buendia			X
ECS 6625/7625	Critical Race Theory: FemCrit & LatCrit	3	50%	D. Delgado Bernal	8		0
ECS 6627/7627	Race, Culture & Representation & Education	3	25% if final paper on a LAS topic	K. Johnson		X	0
ECS 6636/7636	Literacy as Cultural Practice	3	25%	V.E. Valdez	12		
ECS 6639/7639	Language & Community	3	25%	V.E. Valdez		X	
ECS 6650/7650	Language Policy & Planning	3	25% if final paper on LAS topic	V.E. Valdez			X
ECS 6654/7654	Language and Power	3	25% if final paper on LAS topic	V.E. Valdez		X	X
ECS 6950/7950	Immigration & Education	3	25%	L. Alvarez	4		X
ECS 6950/7950	Latinos/as in Education	3	100%	L. Alvarez	3		X
<b>Education, Leadership and Policy</b>							
ELP 6580/7580	MultiCulturalism in Higher Ed	3	25%	M. Ledesma		X	X
<b>English</b>							
ENGL 3780	Global/Transnational Literature	3	25%	L. Alberto	37	X	X
ENGL 5000	Studies in Narrative	3	25%	M. Mejia	27		
ENGL 5010	Studies in Fiction: Contemporary Latin American Literature	3	100%	M. Mejia	18		X
ENGL 5640	Adv Sem American Studies	3	25%	L. Alberto			X
ENGL 6880	20th c Literature: U.S.-Mexico Borderlands	3	100%	S. Tatum			X
<b>Ethnic Studies</b>							
ETHNC 2500	Introduction to Ethnic Studies	3	25%	S.M. Aleman/D.M. Calderon/P.C. Humbert-Fisk/S.P. Solis/P.T. Cross/E. Boxer	133	X	X
ETHNC 2560	Chicana/o Experiences	3	100%	R.J. Gutierrez/L. Alberto/J.P. Morales/A. Solorzano	86	X	X
ETHNC 3100	US Third World Feminisms	3	25%	D. Delgado Bernal/L. Alberto	10		X
HONOR 3100	Transnational Education	3	25%	B.G. Valles		X	X
ETHNC 3790	La Chicana	3	100%	L. Alberto	7		
ETHNC 3860	Chicano Civil Rights Movement	3	100%	A. Solorzano		X	
ETHNC 4560	Chicana Feminist Theory	3	100%	L. Alberto		X	X
ETHNC 5730		3					
ETHNC 5860	Chicana/o-US Latino Diaspora	3	100%	E.A. Munoz			X
<b>Family and Consumer Studies</b>							
FCS 3290	Ethnic Minority Families	3	25%	A. Solorzano/B.B. Owen/T.E. Taylor	125	X	X
FCS 3370	Parenting Across Cultures	3	25%	M.L. Diener	49	X	X
<b>Family and Preventive Medicine</b>							
FP MD 5520	Public Health: Perspective on Surgery in the Global Context	3	25%	C.R. Devries/R.R. Price/L.S. Benson		X	X

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FP MD 5530/6530	Global Health	3	25%	L.S. Benson	20	X	X
FP MD 6502	International Public Health Issues	3	25% if final paper on LAS topic	F. Gottlieb	25	X	X
<b>Gender Studies</b>							
GNDR 1100	Gender and Social Change	3	25%	A.C. Antunes/J.P. Morales/R.J. Gutierrez/A. V. Arczynshi/H.J. Brown/C.O. Fierros/K. Hackford-Peer	146	X	X
GNDR 1105	Community Engagement		50%	C.A. Power	3	X	X
GNDR 2500	Introduction to Gender Studies	3	25%	K. Hackford-Peer	31	X	X
GNDR 3200	CLAC (Span): Westside Leadership Institute	3	100%	S.S. Porter	28	X	X
GNDR 3690	Gender and Contemporary Issues	3	25%	C. Huyn/C. Wright/K.M. Lawson/C.A. Power/D. Chakravarty/K.C. Myers/C. Geist	151	X	X
GNDR 3695	Community Engagement		50%	C.A. Power/K. Hackford-Peer	17		X
GNDR 5755	Gender and Power in Latin America	3	100%	S.S. Porter			X
GNDR 5960	Everyday Transnational Feminism	3	25%	S.S. Ghorbani		X	
<b>Geography</b>							
GEOG 1000 ENVST 1000	Earth Environments and Global Change	3	25% of case studies on Latin America	J.H. Watt/K. Nicoll/S.Y. Maezumi/J.R. Mueller/V.A. Carter	358	X	X
GEOG1001 GEO 1001 MET E 1001 ENVTS 1001	Sustainable Energy	3	25% of case studies on Latin America	J.R. Hamilton/S.K. Mohanty	43	X	X
GEOG 1300	World Regional Geography	3	25% of case studies on Latin America	E.Dudley-Murphy/I. Weinbauer/H. Huang/J.J. Castleton	218	X	X
GEOG 1400	Human Geography	3	25% of case studies on Latin America	L.K. Siebeneck/E. Dudley-Murphy/A. Danielson/R. T. Argenbright/T.J. Cova	172	X	X
GEOG 3200/5200 ENVST 3200	Mountain, Rivers, Deserts	3	25% of case studies on Latin America	K. Nicholl/Z.J. Lundeen	35	X	X
GEOG 3205/5205	Regional and Global Climates	3	25% of case studies on Latin America	L.L. Coats	18	X	X
GEOG 3210/5210 ENVST 3210	Global Climate Change	3	25% of case studies on Latin America	A.R. Brunelle	57	X	X
GEOG 3270/5270 ENVST 3270	Global Patterns of Life	4	25% of case studies on Latin America	M.J. Power/L.L Coats	36	X	X

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
GEOG 3310 ENVST 3310	Introduction to Natural Hazards	3	25% of case studies on Latin America	L.L.Coats	30	X	X
GEOG 3330 ENVST 3330	Urban Environment Geography	3	25% of case studies on Latin America	M.G.Atwood/I. Weinbauer	34	X	X
GEOG 3340/5400 ENVST 3340	Geography of Disasters	3	25% of case studies on Latin America	J.J. Cova	18		X
GEOG 3400/5400 ENVST 3400	Population Geography	4	25% of case studies on Latin America	K. Grace	22	X	X
GEOG 3420	Political Geography	3	25% of case studies on Latin America	V.J. Halford	24	X	X
GEOG 3440/5440	Global Economic Geography	3	25% of case studies on Latin America	K. Grace		X	
GEOG 3670	Geography of Latin America	3	100%	E. Dudley-Murphy	149	X	X
GEOG 5963	Paleoecology of Costa Rica	3	100%	M. Power			X
<b>Geology and Geophysics</b>							
GEO 1000	Natural Disasters: Hollywood vs. Reality	3	25% of case studies on Latin America	B. Nash/L.M. Miyagi	207	X	X
GEO 1010	Exploring Earth	3	25% of case studies on Latin America	P.H. Roth/M.G. Davis	65	X	X
GEO 1030	Earthquakes and Volcanoes	3	25% of case studies on Latin America	C.D. Bradbury/M.G. Davis	160	X	X
GEO 3300	The Water Planet	3	25% of case studies on Latin America	D.K. Solomon/E.J.Gaddis	41	X	X
<b>Gerontology</b>							
GERON 5280/6280 ED PS 5960	International Dimensions of Lifelong Learning	3	25%	J.S. Telonidis/K.F. Felsted	23	X	X
<b>Health Promotion and Education</b>							
H EDU 3035	Medical Spanish	3	100%	S.K. Atkinson	53	X	X

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H EDU 5060	International Health Promotion	3	25%	K.L. Procter/L. Rowen	103	X	X
H EDU 5300	Diversity and Health	3	25%	J.M. Farnsworth	582	X	X
History							
HIST 1300/6880 UGS 1300	Latin American Civ to the 1820s	3	100%	H.G. Cagle/R. Horn	31	X	X
HIST 1310/6880 UGS 1310	Latin American Civ Since the 1820s	3	100%	R. Horn/S. Porter	28	X	X
HIST 1500	World History to 1500	3	25%	L. Kelly/B. J. Parker	151	X	X
HIST 1510	World History since 1500	3	25%	W.K. Martin/G.R. Jackson/L. V. Jarvis	393	X	X
HIST 3300	History of Mexico	3	100%	S.S. Porter			X
HIST 3320	The Inca and Their Ancestors	3	100%	B.J. Parker			X
HIST 3350	History of Brazil	3	100%	H.G. Cagle	20	X	X
HIST 4200/6200	Missionaries & Empires	3	25% if final project on LAS topic	J.V. Jarvis		X	
HIST 4200/6200	World Empires, 1415-1815	3	25%	P. Von Sivers			X
HIST 4270/6270	Empire & Exploration 1400-1750	3	50%	H.G. Cagle	32		
HIST 4271/6271	European Exploration 1500-Present	3	25%	J.R. Lehning	22		X
HIST 4290/6290	Americas After Columbus	3	75%	R. Horn	32		
HIST 4315	Latin America in Film	3	100%	S.S. Porter			X
HIST 4540 ETHNC 4540	Chicana/o History Since 1849	3	100%	D. Olden		X	X
HIST 4640	America in Global Perspective	3	25%	E.J. Davies			X
HIST 4650	History of US West	3	25% if final paper on LAS topic	D. Olden/P.W. Reeve	18	X	X
HIST 4760	US Foreign Relations	3	25%	J. Reed		X	
HIST 4900	Senior Seminar: Atlantic World	3	25% if final paper on LAS topic	M.L. Wolfe	8		
HIST 4900	Senior Seminar: Cold War	3	25% if final paper on LAS topic	J.R. Lehning		X	
HIST 4900	Senior Seminar: Food in History	3	25% if final paper on LAS topic	N. Durbach		X	
HIST 4920	CLAC (Port): History of Brazil	1	100%	H.G. Cagle		X	X
HIST 4920	CLAC (Span): Latin American Civ	1	100%	S.S. Porter		X	
HIST 6880	Special Studies in LAm History	3	100%	B.J. Parker	1		
HIST 6940	Latin American Studies	1.0-5.0	100%	B.J. Parker	1		
HIST 6940	Directed Readings: Modern Mexico	3	100%	S.S. Porter	1		
HIST 7620	Colloquium American West	3	25% if final paper on LAS topic	M. Basso			X
HIST 7910	Seminar in Comparative Gender History	3	25% if final paper on LAS topic	E. Clement	14		
HIST 7920	Seminar in Colonialism	3	25% if final paper on LAS topic	J.R. Lehning/W. Sasaki-Uemura/J.M. Theiss	4	X	X



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PRT 3610	The Global Citizen: Responsible Travel and International Life	3	25%	J.R. Schultz/P.J. Sarnoff/B.J. Altschuler/C.C. Spencer/S.A. Schumann/L.R. Verbos/L.A. Hall/T.R. Bennett/W.E. Legg/P.J. Tanner/D.J. Richmond	653	X	X
PRT 5610/6610	International Tourism	3	25%	L.S. Ralston	31	X	X
PRT 6055/7055	Seminar in Sustainable Tourism and Ecotourism	3	25%	K.S. Bricker	9		X
<b>Philosophy</b>							
PHIL 3640	World Religions	3	25%	J. Wyckoff/J.P. Ross/J.A. Van Zanten	291	X	X
PHIL 3730	Justice and International Affairs	3	25%	C. Zarpentine/J. Wyckoff	143	X	X
<b>Political Science</b>							
POLS 2200	Introduction to Comparative Politics	3	25%	Y. Tong/D.G. Byrd/S. Handlin/C.R. Humphreys/G.O. Dunne/S. Al/K. Haraguchi	154	X	X
POLS 3120	Political Parties	3	25%	R.J. Hrebenar/T.M. Chambless	29	X	X
POLS 3190 ETHNC 3190	Racial and Ethnic Politics	3	25%	E. Fong	39	X	X
POLS 3490	Religion and Politics in Comparative Perspective	3	25%	M.H. Yavuz/E. Ugur	25		
POLS 3500/5600	Democracy in Latin America	3	100%	C.A. Holzner		X	
POLS 3550	Politics of Latin America	3	100%	S.P. Handlin/L.A. Oquendo	22		X
POLS 3680	Globalization and World Politics	3	25%	H. Lehman/C.R. Humphreys		X	X
POLS 3960	CLAC (SPAN): Democracy in Latin America	1	100%	C.A. Holzner		X	X
POLS 5410/6410	New Democracies	3	25%	S.P. Handlin	23	X	X
POLS 5660/6660	American Foreign Policy	3	25%	S. Lobell	65	X	X
POLS 5710/6710	Foundations of the Politics of International Economic Relations	3	25%	T.M. Benny		X	
POLS 5750	Industries and State Power	3	25%	T.M. Benny		X	
POLS 5960/6960	Latin American Studies for Professionals	3	100%	C.A. Holzner		X	
POLS 5965 PADMN 6965	US and International Elections	3	25%	T. Hall		X	
POLS 5965 PADMN 6965	Immigration and Refugee Policy	3	25%	S. Nelson		X	
POLS 5965/PADMN 6965	Global Civil Society*	3	25%	P. Bromley			X
POLS 6405	Comparative Public Policy	3	25%	J.G. Francis	14		X
POLS 6740	Political Change	3	100%	S. Handlin/C.A. Holzner	11	X	X
<b>Portuguese</b>							
PTGSE 1010	Beginning Portuguese I	4	100%	A.P. Lopes Porteira/L. Mazuchelli	10	X	X

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PTGSE 1020	Beginning Portuguese II	4	100%	A.P. LopesPorteira/L. Mazuchelli	6	X	X
PTGSE 2010	Intermediate Portuguese I	4	100%	V.M. De Souza	17	X	X
PTGSE 2015 LANG 2900	Portuguese for Spanish Speakers	4	100%	R.M. Carvalho	10	X	X
PTGSE 2020	Intermediate Portuguese II	4	100%	R.M. Carvalho	9	X	X
PTGSE 3050	Topics in Literature & Culture	3	100%	C.T. Lewis			X
PTGSE 3060	Third Year Grammar	3	100%	R.M. Carvalho	45	X	X
PTGSE 4510 LANG 4900	Business Portuguese	3	100%	R.M. Carvalho		X	X
PTGSE 3580	Contemporary Issues	3	100%	C.T. Lewis	3	X	X
PTGSE 4560	Brazilian Civilization and Culture	3	100%	R.M. Carvalho	13	X	X
PTGSE 4620	Intro Portuguese and Luso- Literature	3	100%	C.T. Lewis		X	
PTGSE 4630	Introduction to Brazilian Literature	3	100%	C.T. Lewis	11	X	X
PTGSE 4710 LANG 4900	Luso-Brazilian Cinema	3	100%	C.T. Lewis		X	
PTGSE 4900	Senior Seminar: Brazilian Cinema	3	100%	C.T. Lewis	12		
PTGSE 7300	Section for Graduate Students (Beg & Intermediate PTGSE)	4	100%	R.M. Carvalho/C.T. Lewis	5	X	X
Quechua							
QUECH 1010	Beginning Quechua I	4	100%	T. Swanson		X	X
QUECH 1020	Beginning Quechua II	4	100%	T. Swanson		X	X
QUECH 2010	Intermediate Quechua I	4	100%	T. Swanson			X
QUECH 2020	Intermediate Quechua II	4	100%	T. Swanson			X
Social Work							
SW 3720/6720/6351 OC TH 4720/6720	Immigration and Resettlement	3	25%	T.T. Mai/Y.J. Smith	15	X	X
SW 4100	Global Community Based Research	3	25%	R.A. Gerritsen-Mckane/C. Mcbeth/A. Panos/ L.D. Shepard	95	X	X
SW 6350	Global Perspectives in Social Work	2	25%	H.B. Leta		X	X
SW 6621	Health/Wellness Multi-Cultural Practices	2	25%	J. Yi	19	X	X
SW 6621	Perspectives in International Social Work	3	25%	H.B. Leta	17		X
Sociology							
SOC 3200	Diversity Service Learning	3	100% if a Latin American Organization	T.A. Martinez	9		X
SOC 3365 ETHNC 3365	Ethnic Minorities in America	3	25%	D. Tyler/T.A. Martinez/N. Quashie	141	X	X
SOC 3380 GNDR 3380	Race/Ethnicity, Class and Gender	3	25%	J.O. Stevens/D. Tyler/J. Eckhardt/M. Wren/F.J. Page	129	X	X
SOC 3381 GNDR 338	Exploring Social Inequality through Music & Film	3	25%	T.A. Martinez	101	X	X
SOC 3383	Latina/o Sociology	3	100%	M.S. Gaytan	13		X

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SOC 3393	Diversity Internship	3	100% if at Latin American Organization	D.H. Poole	21	X	
SOC 3435	Inequality & Globalization	3	25%	L.R. Prudencio/Y.M. Young/D.N. Auerbach	4	X	X
SOC 3650	Population and Society	3		Z. Zimmer	141	X	X
SOC 3741	Sociology of Migration	3	25%	K. Korinek	25		
SOC 3769	Social Disparities in Health	3	25%	M. Wen	60	X	X
SOC 4674/6674	Global Health	3	25%	A. Kamimura			X
SOC 7060	Seminar in Comparative International Sociology	3	25%	A.K. Jorgenson		X	
SOC 7911	Comparative International Readings I	3	25%	A.K. Jorgenson	2	X	X
SOC 7912	Comparative International Readings II	3	25%	J.D. Kentor/M. Wen	5	X	X
SOC 7921	Population and Health Readings I	3	25%	J.D. Kentor/M. Wen	2	X	X
SOC 7922	Population and Health Readings II	3	25%	J.D. Kentor/M. Wen	1	X	X
Spanish							
SPAN 1010	Beginning Spanish 1	4	100%	E.S. Angerhofer/S.E. Navas/C. Fernandez Florez/E. C. Rodriguez/R. W. Short/C.A. Jensen/ M.J. Lara/A.K. Moos/K. Gonzalez/L.E. Lara/A. Aguilar/V. Zabala/T.P. Cannon/K. Dahlquist/M.C. Kraniski/P. Prieto Lopez	423	X	X
SPAN 1020	Beginning Spanish 2	4	100%	A.L. Kolb/S.I. Palomino/T.P. Cannon/J.A. Mendez/P.J. Wood/K. Gonzalez/J.K. Fisher/E.C. Rodriguez/P.J. Tanner/A.R. Harper	276	X	X
SPAN 2010	Intermediate Spanish 1	4	100%	C.A. Jensen/T. Morris/B.M. Aguirre-Maier/R.J. Aho/N.C. Bloem/C. Florez Fernandez	237	X	X
SPAN 2020	Intermediate Spanish 2	4	100%	T. Morris/C.A. Jensen/K. Dahlquist/L.E. Lara/A. Aguilar/N.C. Bloem/V. Zabala	232	X	X
SPAN 2600	Spanish Conversation	1	100%	R.J. Aho/A. Claros/N.C. Bloem	24	X	X
SPAN 3020	Conversation and Reading	3	100%	R.J. Aho/K. Gonzalez	74	X	X
SPAN 3040	Intermediate Grammar and Composition	3	100%	L.E. Lara/L.S. Ruiz Valentin/C. Florez Fernandez	60	X	X
SPAN 3060	Advanced Grammar and Composition	3	100%	L. Rubio	216	X	X
SPAN 3600	Spanish Conversation	1	100%	R.J. Aho/A. Claros/N.C. Bloem	30	X	X
SPAN 3580	Health and Culture in Spanish-Speaking Countries	3	100%	M.D. Fimbres		X	X
SPAN 3940	Community Volunteering	3	25%	L. Alavi	38	X	X
SPAN 4510	Business Spanish I	3	100%	I. Dulfano	36		X
SPAN 4520	Business Spanish II	3	100%	I. Dulfano	57		
SPAN 4550	Spanish Civilization	3	100%	G.L. Atwood/A. Claros	42	X	X
SPAN 4560	Cultures and Customs of Spanish America	3	100%	A. Claros	170	X	X
SPAN 4600	US Latino Literature	3	100%	G.R. Guevara	25		
SPAN 4620	Intro to Spanish Literature	3	100%	G.L. Atwood/E. Garcia-Martin	32	X	X

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
SPAN 4630	Intro to Latin American Literature	3	100%	G.R. Guevara/A.C. Espinosa/A. Quin	96	X	X
SPAN 4720	Hispanic Narrative	3	100%	A.C. Espinosa	20		X
SPAN 4730	Hispanic Drama	3	100%	E. Garcia-Martin	16	X	
SPAN 4760	Hispanic Poetry	3	100%	A.C. Espinosa		X	
SPAN 4770	Hispanic Film and Culture	3	100%	E. Garcia-Martin		X	
SPAN 4790	Masterpieces Mexican Literature	3	100%	A.C. Espinosa			X
SPAN 4900	Spanishes of the World	3	100%	S. Anderson	35		
SPAN 4900	Carib Literature and Material Culture	3	100%	G. Guevara	13		
SPAN 4900	Literary Translation	3	100%	E. Garcia-Martin		X	
SPAN 4900	Short Fiction from Latin America	3	100%	A. Quin		X	
SPAN 4900	Politics of Nature in Latin America	3	100%	A. Quin		X	
SPAN 4900	Spanish in the US	3	100%	S. Anderson		X	
SPAN 4900	The Bilingual Mind	3	100%	S. Anderson		X	
SPAN 4900	US Latina/o Literature	3	100%	G.R. Guevara			X
SPAN 4900	Nation & Identity LAm Literature	3	100%	G.R. Guevara			X
SPAN 5241/6241	Spanish Linguistics	3	100%	F. Rubio		X	
SPAN 5242	Spanish Pronunciation and Phonetics	3	100%	S. Anderson/T. Flores	43	X	X
SPAN 6660	Quixote and Other Works	3	100%	E. Garcia-Martin	7		
SPAN 6750	Spanish American Poetry	3	100%	A.C. Espinosa	4		
SPAN 6780	Spanish American Novel I	3	100%	A. Quin			X
SPAN 6900	Indigenous Feminism	3	100%	I. Dulfano			X
SPAN 6900	Grad Sem: Latin American Literature and the Culture Industry Since the 1960s	3	100%	A. Quin		X	
SPAN 6900	Grad Sem: 19th c Literary & Gender Studies	3	100%	G. Guevara		X	
SPAN 6900	Grad Sem: Gender & Desire in Spanish Literature	3	100%	G.L. Atwood		X	
SPAN 6900	Grad Sem: Literary Analysis of a Globalized World	3	25%	I. Dulfano	6		
SPAN 7300	SPAN Language for Graduate Students (all levels)	3.0-4.0	100%	Various	28	X	X
<b>Special Education</b>							
SP ED 5960/6960	Culturally Diverse Families	.5-6.0	25%	M.J. Lynes	5	X	X
<b>Theatre</b>							
THEA 4710	Gender on Global Stage	3	25%	S. Cheek-O'Donnell	8		X
<b>Writing Program</b>							
WRTG 4010	Writing Across Borders	3	25%	E. Jensen		X	
<b>Undergraduate Studies</b>							
UGS 2230	Block U: Global Citizen	3	25%	C.T. Jordan/Y. Sun/C.A. Jones		X	X

# APPENDIX 1B: BRIGHAM YOUNG UNIVERSITY LATIN AMERICAN COURSE CONTENT

\*indicates courses supported by grant funding for salary and/or equipment

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
Acrospace Studies							
AEROS 411	National Security Affairs: Africa, Middle East, and Latin America	3	30%	P. Kucharek	22	X	X
Anthropology							
ANTHR 101	Social/Cultural Anthropology	3	25%	B. Newby, D. Crandall, E. Andrus, G. Thompson, R. Buonforte	1446	X	X
ANTHR 326	Guatemalan Society and Culture	3	100%	J. Hawkins	20		
ANTHR 350	Archaeological Cultures of North America	3	25%	D. Forsyth	11	X	X
ANTHR 355	Mesoamerican Archaeology	3	100%	D. Forsyth	20	X	X
ANTHR 535	Southwest Seminar	3	50%	M. Searcy		X	
ANTHR 564	Classic Mayan Civilization	3	100%	D. Forsyth	5	X	X
Art History							
ARTHC 380	Northern Mesoamerican Art	3	100%	A. Christenson		X	X
ARTHC 382	Southern Mesoamerican Art	3	100%	A. Christenson	27	X	X
ARTHC 560R	Studies in Eighteenth- and Nineteenth-Century Art	3	25%	H. Jensen	11	X	X
ARTHC 570R	Studies in Modern and Contemporary Art	3	25%	J. Swensen, T. Clark	4	X	X
Business							
BUS M 430	Introduction to International Business	3	25%	E. Black, F. Burton, K. DeTienne, L. Daniels, L. Radebaugh, P. Freeman, S. Morris, S. Greathead, S. Foster	347	X	X
BUS M 431	International Marketing	3	25%	L. Daniels, L. Radebaugh	57	X	X
BUS M 450	Global Business Negotiations	3	25%	L. Radebaugh, S. Greathead	54	X	X
BUSM 465	Global Supply Chain	3	25%	K. Seawright			X
BUS M 469	Global Supply Chain Strategy	3	25%	K. Seawright, P. Terry	59	X	X
BUS M 596R	Business Language: Spanish	3	100%	J. Deaton, J. Hoskisson, P. Madden	40	X	X
BUS M 596R	Business Language: Portuguese	3	100%	R. Olsen, S. Fails	35	X	X
FIN 432	International Corporate Finance	3	25%	E. Black, J. Larson		X	X
MBA 584	Intro to Global Management	3	25%	C. Roundy, E. Black, R. Money	448	X	X
MBA 627	International Finance	3	25%	B. Sudweeks, J. Larson, B. Wilson	47	X	X

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
MBA 633	Global Supply Chain Strategy	3	25%	K. Seawright, P. Terry, D. Snow	16	X	X
MBA 645	International HR	3	25%	R. Robison, C. Derr, E. Black, S. Morris		X	X
MBA 658	International Marketing	3	25%	L. Daniels, E. Black, M. Bertasso	18	X	X
MBA 661	Global Business Negotiations	3	25%	R. Money	43	X	X
MANEC 358	International Economics	3	25%	L. Radebaugh, R. Crawford, E. Black	44		
EMBA 692	Foreign Business Excursion	6	100% when in Latin America	B. Jackson, L. Radebaugh, M. Swenson, N. Hatch, R. Money, B. Slade	114	X	
ORG B 431	International HR	3	25%	S. Morris		X	X
PMGT 619R	International Development Policy	3	25%	T. Turley		X	X
<b>Chemical Engineering</b>							
CM 350	International Construction Practices	3	25%	T. Harmon	8	X	
<b>Civil and Environmental Engineering</b>							
CE EN 439	Latin America Study Abroad in Water Resources	3	100%	E. Nelson	27	X	X
<b>Communications</b>							
COMMS 381	International Media Systems	3	25%	J. Johnson, L. Callahan, R. Wakefield	238	X	X
COMMS 382	Issues in Global Communication	3	25%	R. Hughes, L. Callahan, R. Wakefield, J. Ogden	274	X	X
COMMS 607	International Media and Communications	3	25%	R. Wakefield		X	
COMMS 619	Gender, Race, and Class in Mass Communications	3	25%	S. Baker	4	X	X
<b>Comparative Literature and Comparative Studies</b>							
CMLIT 201	Civilization: Literature 1	3	25%	J. Williams, L. Peer, R. Meyers, V. Benfell	96	X	X
CMLIT 202	Civilization: Literature 2	3	25%	J. Williams, L. Peer, R. Wilson, V. Benfell	117	X	X
CMLIT 630R	Poetry of Americas	3	50%	V. Benfell		X	X
CMLIT 650R	US and Caribbean Literature	3	50%	L. Peer	2	X	
CMPST 625R	Area Studies: Latin American Culture	3	100%	G. Handley		X	X
<b>Dance</b>							
DANCE 184	Ballroom, International Beginning	0.5	25%	A. Heaps, C. Roberts, C. Pendleton, C. Earl, E. McVea, J.J. Kelson, J. Lyon, S. Moe, S. Holman, Z. Lyon	342	X	X
DANCE 185	Ballroom Dance, International Latin, Beginning	0.5	100%	A. Bukarau, A. Nixon, B. Keck, C. Dowell, C. Pendleton, C. Chadburn, J. Grover, N.e Scheetz, T. Guthrie	356	X	X
DANCE 284	Ballroom, International Technique 1	1	25%	B. Keck, C. Pendleton, E. Denney, J. Kelson, S. Holman	215	X	X

DANCE 285	Ballroom Dance, International Latin, Technique 1	1	100%	A. Bukarau, B. Keck, C. Merrell, S. Moe, T. Guthrie	203	X	X
DANCE 327R	Living Legends	.5-3	33%	J. Christensen	71	X	X
DANCE 382R	Ballroom, International Technique 2	1	25%	C. Holman, S. Holman	104	X	X
DANCE 383R	Ballroom Dance, International Latin, Technique 2	1	100%	C. Holman, S. Holman, B. Keck	102	X	X
DANCE 384R	Ballroom, International Technique 3	1	25%	B. Wakefield, C. Holman, L. Wakefield, S. Holman	125	X	X
DANCE 385R	Ballroom Dance, International Latin, Technique 3	1	100%	C. Holman, L. Wakefield, S. Holman	125	X	X
DANCE 387	Ballroom Dance Choreography	2	50%	B. Wakefield		X	
DANCE 388R	Ballroom Dance Performance, Intermediate	1	50%	E. Denney, M. Edgington, B. Keck	281	X	X
DANCE 484R	Ballroom, International Technique 4	1	25%	B. Wakefield	37	X	X
DANCE 485R	Ballroom Dance, International Latin, Technique 4	1	100%	B. Wakefield, C. Holman, L. Wakefield	37	X	X
DANCE 486	Theory and Notation of Ballroom Dance, International	2	25%	C. Holman		X	X
DANCE 487	Theory and Notation of Ballroom Dance, International Latin	2	100%	M. Edgington	12	X	
Engineering and Technology							
ENG T 497R	Global Engineering Outreach Projects	0.5-3.0	75%-Focus on Peru	R. Lewis	38	X	X
English							
ENGL 201	Masterpieces of World Literature 1	3	25%	A. Lawrence, B. Young, D. Bunn, J. Ford, J. Kerr, J. Talbot, L. Wood, M. Cutler, N. Kramer, P. Tovey, S. Guyon	196	X	X
ENGL 202	Masterpieces of World Literature 2	3	25%	A. Lawrence, B. Young, D. Bunn, J. Talbot, L. Wood, M. Cutler, P. Tovey, S. Guyon	219	X	X
ENGL 358R	Native American Literature	3	50%	S. Lundquist	14		
ENGL 358R	Latino Literature	3	100%	T. Hickman			X
ENGL 358R	The Literature of Greater Mexico	3	50%	E. Esplin		X	
ENGL 391	Introduction to Folklore	3	50%	E. Eliason	82	X	X
ENGL 392	American Folklore	3	50%	E. Eliason, S. Lundquist	40	X	X
ENGL 396	Studies in Women's Literature	3	50%	S. Lundquist	40	X	X
ENGL 495	Senior Course: Poe and the de la Plata Region	3	50%	E. Esplin			X
ENGL 629R	The Literature of Greater Mexico	3	50%	E. Esplin		X	

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
ENGL 640	Graduate Seminar in Folklore Studies	3	50%	E. Eliason	6	X	X
<b>Geography</b>							
GEOG 120	Geography and World Affairs	3	25%	C. Emmett, G. Platt, J. Durrant, J. Knapp, K. Simons, M. Galland	1067	X	X
GEOG 255	Middle and South America	3	100%	C. Emmett	78	X	X
GEOG 341	Political Geography	3	25%	C. Emmett	37	X	X
GEOG 346	Population Geography	3	25%	J. Shumway		X	X
<b>Geological Sciences</b>							
GEOL 112	Historical Geology	4	25%	B. Britt, S. Ritter	59	X	X
GEOL 571	Sedimentology and Ecology of Modern Carbonate Systems	1-3	100% (field course in Caribbean)	S. Ritter		X	X
GEOL 697R	Directed Field studies	6	100% when in Latin America	S. Ritter, J. McBride		X	X
<b>Guarani</b>							
FLANG 330R	Advanced Language and Culture: Guarani	3	100%	T. Witherspoon		X	X
<b>Haitian Creole</b>							
FLANG 330R	Advanced Language and Culture: Haitian Creole*	3	100%	A. Carroll			X
<b>Health Sciences</b>							
HLTH 480	International Health	3	25%	B. Crookston	88	X	X
HLTH 635	International Health Practice	3	25%	B. Crookston		X	X
HLTH 688R	Field Experience	6	100% when in Latin America	M. Barnes, E. Cole, B. Crookston, Parley C. Hall, C. Hanson, G. Lindsay, B. Magnusson, R. Merrill, B. Neiger, M. Novilla, R. Page, R. Thackeray, A. Thygerson, S. Thygerson, J. West	19	X	X
<b>History</b>							
HIST 201	World Civilization to 1500	3	25%	A. Humpherys, B. Latimer, C. Harline, D. Harreld, E. Stratford, E. Dursteler, G. Doxey, G. Cooper, J. Nokes, J. Hebertson, K. Carter, K. Brown, K. White, P. Pixton, T. Davis, W. Hamblin	1870	X	X
HIST 202	World Civilization from 1500	3	25%	A. Skabelund, B. Latimer, E. Ward, J. Shumway, J. Hardy, J. Hebertson, K. White, L. Hadfield, M. Thorp, M. Choate, P. Kerry, S. Anderson	1729	X	X
HIST 251	Conquest and Colonization of Latin America	3	100%	K. Brown		X	X

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
HIST 252	Modern Latin America	3	100%	B. Bateman, E. Ward, J. Shumway, K. Brown	135	X	X
HIST 294	Eighteenth-Century Revolutions: America, France, and Haiti	3	25%	C. Hodson	12	X	
HIST 295	Latin America in the Age of Revolution, 1750-1850	3	100%	J. Shumway		X	
HIST 304	The Expansion of Europe, 1400-1800	3	50%	D. Harreld		X	
HIST 325	Spain	3	25%	K. Brown	17		X
HIST 326	The History of Mexico	3	100%	E. Ward	28	X	X
HIST 353	Southern European and Latin American Family, Local, and Social History Research	3	50%	G. Ryskamp		X	X
HIST 355	History of Argentina	3	100%	J. Shumway	13		X
HIST 356	Brazil	3	100%	B. Bateman, S. Miller	2	X	
HIST 357	The Indian in Latin American History	3	100%	K. Brown		X	X
HIST 358	Gender and History in Latin America	3	100%	J. Shumway		X	X
HIST 359	Inter-American Relations	3	75%	E. Ward	13	X	X
HIST 366	Slavery and the Slave Trade in Africa and the Atlantic World	3	50%	M. Mason, L. Hadfield	22		X
HIST 385	Latinos in the United States	3	100%	I. Garcia	20	X	X
HIST 393	U.S. Foreign Relations	3	25%	A. Johns	34	X	X
HIST 424	Romance Language Handwriting and Documents	3	50%	G. Ryskamp	4		
HIST 498R	Directed Readings	0.5-3.0	100% when taught by a Latin Americanist	C. Hodson, G. Ryskamp,	24	X	X
Humanities							
HCOLL 396R	International Cinema	3	30% Latin American Film	C. Schofield, D. Damron, C. Nielson	50	X	X
IHUM 260	Humanities of Latin America	3	100%	G. Handley, M. Esplin, T. Mack	74	X	X
International and Area Studies							
IAS 201R	Cultural Survey: Latin America	0.5-4	100%	A. Christenson, R. Cutri, S. Otterstrom, V. Fitzgibbon, S. Alvord, A. Christenson, D. Hague, M. Botto, M. Garcia, G. Handley, O. Alba, G. Stallings, J. Hoskisson, T. Heaton, R. Nielson, B. Bateman, D. Nielson	225	X	X
IAS 220	Introduction to Development Studies	3	25%	N. Romeri-Lewis, S. Merrill	92	X	X
IAS 301	Kennedy Center Lecture Series	1	25%	C. Leonard	42	X	X

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
IAS 351R	Model United Nations Preparation	.5-3	25%	W. Perry, C. Leonard, A. Smith, A. Ludlow	238	X	X
IAS 353R	Intercultural Outreach Preparation	1-3	25%	A. Preto-Bay	58	X	X
IAS 369R	International Internship Preparation	1-3	100% when in Latin America	B. Sudweeks, C. Clement, C. Noble, D. Bahr, D. Nelson, E. Young, J. Johnson, K. Chatterton, L. Holbrook, N. Brown, R. Page, T. Heaton, T. Elliott, Y. LeBras	149	X	X
IAS 380	Cultural Proofs	1-3	100% when in Latin America	A. Bowden, B. Ashbaker, C. Bancroft Andrews, C. Lund, D. Nelson, E. Young, J. Johnson, K. Saville, M. Botto, M. Peterson, M. Call, R. Belnap, S. Thomsen, T. Elliott, V. Fitzgibbon, Y. LeBras	95	X	
IAS 399R	Academic Internship: International	0.5-9.0	100% when in Latin America	A. Ortiz, C. Emmett, C. Lund, J. Brewer, K. Stiles, M. Grover, S. Duncan, T. Elliott, W. Knell	145	X	X
K'iche'							
FLANG 100R	Language Study K'iche'	4	100%	M. Botto	12	X	
FLANG 101	First Year K'iche'*	4	100%	M. Botto			X
FLANG 102	First Year K'iche'*	4	100%	M. Botto			X
Latin American Studies							
LT AM 211	Into Latin American Studies	3	100%	E. Ward, K. Hawkins	57	X	X
LT AM 495	Senior Seminar in Latin American Studies	3	100%	D. Laraway, M. Grover, T. Lyon	32	X	X
Law							
LAW 639	International Business Transactions	3	25%	D. Williams		X	X
LAW 643	International Taxation	3	25%	J. Fleming		X	
LAW 659	Public International Law	3	25%	E. Jensen	38	X	X
LAW 698R	Immigration Skills Lab	2	25%	D. Pead, J. Peterson		X	X
LAW 704	Immigration Law	3	50%	D. Nunez	41	X	X
LAW 710	Advanced Comparative Law	2	25% Latin American Cases	W. Durham		X	X
LAW 719	International Environmental Law	2	25%	E. Daniels		X	X
LAW 738	Law of Armed Conflict	2	25% Latin American Cases	Warner/Boyd			X
LAW 751	U.S. Foreign Relations Law	3	25% Latin American Cases	D. Moore	23	X	X
LAW 760	Hispanic Street Law	2	100%	J. Silva	7		
LAW 796R-11	International Arbitration Competition	1	25%	M. Davis		X	X

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
LAW 796R-015	International Human Rights	3	25%	W. Durham	8	X	X
LAW 796R- 016	International Legal Research	3	25% Latin American Cases	D. Sears	4		
LAW 796R- 016	International & Comparative Family Law	3	25% Latin American Cases	L. Wardle		X	X
LAW 796R- 017	International Moot Court	3	25% Latin American Cases	E. Jensen	6		
LAW 796R- 016	International Public and Commercial Arbitration	3	25% Latin American Cases	M. Davis	8		
LAW 796R- 009	Immigrant Rights	3	50%	D. Nunez		X	X
LAW 796R- 033	Immigration Lab	3	25%	D. Pead	18		
Linguistics							
LING 110	Introduction to Human Language	3	25%	J. Nuckolls		X	X
LING 201	Introduction to Linguistics	3	33%	J. Nuckolls		X	X
LING 490	Senior Seminar	3	25%	J. Nuckolls	64		
LING 551	Anthropological Linguistics	3	100%	J. Nuckolls	11		
LING 580R	Problems in Linguistics and Applied Linguistics	3	100%	J. Nuckolls	19	X	X
LING 590R	Readings in Linguistics	1-3	100%	J. Nuckolls	15	X	X
LING 603	Linguistic Foundations: Meanings of Language	3	25%	J. Nuckolls	20	X	X
Music							
MUSIC 203	World Music Cultures	3	25%	J. Grimshaw	104	X	X
Nursing							
NURS 403	Public and Global Health Nursing	3	25%	G. Ray		X	X
NURS 404	Clinical Practicum Public and Global Health Nursing	3.5	35%	P. Anderson, K. Delacruz, S. Heaston, J. Kohl, K. Lundberg, L. Miles, S. Reed, R. Ulberg, J. Valentine, B. Winters		X	
Nutrition, Dietetics, and Food Science							
NDFS 292R	Fieldwork in Dietetics	0.5-2.0	25%	N. Kerr, S. Fullmer	3		X
NDFS 380	International Nutrition	3	25%	N. Johnston	56	X	X
NDFS 631R	International Nutrition	3	25%	P. Johnston, S. Fullmer		X	X
Political Science							
POLI 150	Comparative Government and Politics	3	25%	K. Hawkins, W. Jacoby, J. Preece, J. Selway, R. Larsen, M. Costa	335	X	X

Course	Title	Credits	Latin American		Instructor	2012-2013 2013-2014 2014-2015		
			Content					
POLI 170	Introduction to International Politics	3	25%		J. Ringer, S. Cooper, K. Stiles, B. Champion, V. Hudson, C. Beesley, T. Coffey	443	X	X
POLI 358	Latin American Politics	3	100%		Darren Hawkins, Kendall Stiles, Daniel Milton, Eric Hyer	17	X	X
POLI 372	International Political Economy	3	25%		K. Stiles, S. Cooper	47	X	X
POLI 373	International Law	3	25%		K. Stiles, R. Christensen	25	X	X
POLI 374	Ethics and International Affairs	3	25%		D. Kirkham	21		
POLI 375	International Organizations	3	25%		K. Stiles	31		
POLI 376	U.S. Foreign Policy	3	25%		E. Fry, S. Cooper, K. Stiles, S. Merrill	92	X	X
POLI 378	International Conflict	3	25%		D. Milton, M. Findley, K. McCall		X	
POLI 379R	Topics in International Relations	0.5-3.0	100% when taught by a Latin Americanist		F. Axelgard, D. Hawkins, C. Leonard, R. Brown, J. Roby, D. Nielson	45	X	X
POLI 380	International Relations of Latin America	3	100%		K. Hawkins		X	
POLI 444	The Political Economy of Development	3	25%		D. Nielson			X
POLI 450	Capstone Seminar in Comparative Politics	3	25% when taught by a Latin Americanist		J. Gubler, J. Preece, R. Mecham, R. Christensen, D. Bowen, N. Wheeler, C. Beesley, D. Nielson	61	X	X
POLI 470	Capstone Seminar in International Relations	3	25% when taught by a Latin Americanist		S. Cooper, E. Hyer, D. Milton, E. Fry, D. Nielson, K. Stiles, M. Findley, D. Hawkins	34	X	X
POLI 472	International Political Economy of Women	3	25%		V. Hudson, D. Bowen	23	X	
Portuguese								
PORT 101	First Year Portuguese	4	100%		R. Skinner, M. Nelson, T. Larsen, Z. Gilson	110	X	X
PORT 102	First Year Portuguese	4	100%		R. Skinner, T. Larsen, M. Nelson, Z. Gilson	79	X	X
PORT 105	Portuguese for Spanish Speakers 1	4	100%		D. Porter, N. Noltemeyer		X	X
PORT 199R	Academic Internship	1-3	100%		M. Garcia		X	X
PORT 201	Third-Semester Portuguese	4	100%		B. Kershnik, Z. Gilson, R. Jeffrey	31	X	X
PORT 202	Fourth Semester Portuguese: Reading and Comprehension	4	100%		B. Kershnik, Z. Gilson	22	X	X
PORT 205	Portuguese for Spanish Speaker 2	4	100%		S. Homolka		X	X
PORT 211R	First-Semester Conversation	2	100%		R. Olsen, R. McLane	23	X	X
PORT 212	Second Semester Conversation	2	100%		R. Olsen, V. Fitzgibbon		X	X

2012-2013 2013-2014 2014-2015

Latin American  
Content

Title

Course

Credits

Instructor

PORT 311R	Third Year Conversation	2	100%	R. Olsen, R. McLane	12	X	X
PORT 315	Intermediate Portuguese	3	100%	C. Cowley, R. Olsen	8	X	X
PORT 321	3rd Year Grammar & Composition	3	100%	B.I Bateman, C. Cowley, J. Krause, L. Pradera, R. Tymoschenko, R. Olsen, R. McLane, S. Fails, V. Fitzgibbon, R. Fagundes	334	X	X
PORT 322	Third Year Grammar & Composition	3	100%	B. Bateman, J. Krause	27	X	X
PORT 323R	Portuguese for the Professions	3	100%	V. Fitzgibbon	22	X	X
PORT 326	Phonetics & Pronunciation	3	100%	W. Fails	26	X	X
PORT 329	Survey of Luso-Brazilian Linguistics	3	100%	W. Fails	8	X	
PORT 339	Intro to Portuguese and Brazilian Literature	3	100%	R. Nielson, F. Williams	135	X	X
PORT 345	Portuguese Civilization	3	100%	C. Lund, E. Black, F. Williams, V. Fitzgibbon	25	X	X
PORT 355	Brazilian Civilizations	3	100%	B. Bateman, V. Fitzgibbon	82	X	X
PORT 377	Portuguese Teaching Methods	3	100%	B. Bateman			X
PORT 395R	Contemporary Culture	1-3	100%	J. Krause, Rex P Nielson, V.Fitzgibbon	10		
PORT 399R	Academic Internship	1-6	100%	M. Garcia, C. Lund		X	X
PORT 414	Intro to Translation for 2nd Majors	3	100%	D. Hague, S. Alcala	5	X	X
PORT 441	Survey of Portuguese Literature	3	100%	C. Lund, J. Krause,	33	X	X
PORT 449R	Special Topics in Portuguese Literature	3	100%	C. Lund, F. Williams	10	X	X
PORT 451	Survey of Brazilian Literature	3	100%	F. Williams, J. Krause, R. Nielson	41	X	X
PORT 459R	Special Topics in Brazilian Literature	3	100%	J. Krause, V. Fitzgibbon	22	X	X
PORT 480R	Directed Research	1-3	100%	B. Bateman, C. Lund, R. Nielson, V. Fitzgibbon	7	X	X
PORT 491	Senior Proficiency Evaluation	0	100%	C. Beus-DeVore	16	X	X
PORT 493	Capstone Course in Portuguese	1	100%	A. Sherman, V. Fitzgibbon	4	X	X
PORT 520	Advanced Portuguese Grammar	3	100%	W. Fails		X	X
PORT 522	History of the Portuguese Language	3	100%	W. Fails		X	
PORT 599R	Academic Internship: Portuguese Internship	3	100%	D. Hague, M. Garcia, R. Nielson, V. Fitzgibbon, W. Fails	8	X	
PORT 601A	Linguistics & Research Methods	3	100%	W. Fails		X	X
PORT 601B	Literary Theory & Research Method	3	100%	G. Stallings, R. Nielson	4	X	X
PORT 601C	Research Design in Portuguese Language Teaching	3	100%	new for 2014-15			X
PORT 625	Portuguese Morphosyntax	3	100%	new for 2014-15			X
PORT 626	Portuguese Phonetics and Phonology	3	100%	new for 2014-15			X
PORT 642	Carnoes	3	100%	C. Lund	5		

**Course**                      **Title**                      **Credits**                      **Latin American Content**                      **Instructor**                      **2012-2013**    **2013-2014**    **2014-2015**

PORT 647	Fernando Pessoa and Portuguese Literature	3	100%	new for 2014-15			X
PORT 649R	Seminar in Portuguese Literature	3	100%	C. Lund, F. Williams	6	X	X
PORT 652	Machado de Assis	3	100%	V. Fitzgibbon	11		
PORT 653	Twentieth-Century Brazilian Literature	3	100%	R. Nielson		X	X
PORT 659R	Seminar in Brazilian Literature	3	100%	J. Krause, V. Fitzgibbon	6	X	X
PORT 661R	African Literature in Portuguese	3	100%	R. Nielson		X	X
PORT 673R	Directed Teaching	3	100%	B. Bateman, V. Fitzgibbon	11	X	X
PORT 674	Teaching Lusophone Cultures	3	100%	new for 2014-15			X
PORT 679R	Seminar in Teaching Portuguese	3	100%	new for 2014-15			X
PORT 680R	Directed Research in Portuguese	3	100%	B. Bateman, C. Lund, J. Krause, Rex P Nielson, V. Fitzgibbon	11	X	X
PORT 699R	Master's Thesis	1-9	100%	D. Pratt	12	X	X
<b>Quechua</b>							
FLANG 100R	Language Study Quechua	2	100%	J. Nuckolls	11		
FLANG 101R	First Year Quechua*	4	100%	J. Nuckolls			X
FLANG 102R	First Year Quechua*	4	100%	J. Nuckolls			X
FLANG 305R	Language Skills Development: Quechua	1	100%	J. Nuckolls	11	X	
<b>Religion</b>							
REL C 293R	Latin American, Spanish, and Portuguese Family History	1	100%	K. Summers	11	X	X
REL C 350R	Religious Studies in a World Setting	2	25%	A. Eastley, B. Barson, C. Hodson, E. Dursteler, J. Rennaker, L. Thorne-Murphy, M. Garcia, N. Christiansen, P. Madden, R. Erickson, R. Minert, S. Alvord, S. Knapp	135	X	
REL C 351	Survey of World Religions	2	25%	A. Gaskill, A. Reed, B. Latimer, B. Hauglid, D. Choi, G. Wilkinson, J. Ludlow, J. Chadwick, M. Properzi, R. Huntington, T. Rutherford	1241	X	X
<b>Social Work</b>							
SOC W 585	Global Issues of Children at Risk	3	25%	J. Roby	5	X	X
<b>Sociology</b>							
SOC 113	Multicultural America	3	25%	D. Souberbielle, J. Rugh, K. Phillips	354	X	X
SOC 340	Sociology of International Development	3	25%	R. Brown, S. Sanders	75	X	X
SOC 345	World Populations	3	25%	R. Forste, T. Heaton	49	X	X
SOC 528	Sociology of Rural Communities	3	25%	R. Brown		X	
SOC 623	Seminar in Race and Ethnic Relations	3	25%	C. Ward		X	X

Spanish						
SPAN 101	Foundational Spanish 1	4	100%	A. Thomas, B. Fernandez, D. Larsen, D. Taylor, E. Combs, E. Mattos, G. Gimenez, G. Thompson, I. Banov, J. Villegas, J. Evans, J. Hernandez, K. Cox, L. Cherry, M. Nelson, M. Perez, N. Sheets, R. Brazzale, R. Martinsen, R. Cairns, R. Salazar-Torres	379	X
SPAN 102	Foundational Spanish 2	4	100%	A. Thomas, D. Larsen, D. Taylor, G. Gimenez, G. Stotts, I. Banov, J. Hernandez, M. Nelson, M. Perez, N. Sheets, R. Brazzale, R. Martinsen, R. Cairns, R. Hill, T. Jimenez	193	X
SPAN 105	University Spanish 1	4	100%	A. Aldrich, A. Escobar, A. Beus, C. Cox, E. Mattos, E. Robinson, G. Stotts, G. Thompson, I. Banov, J. Wilber, J. Villegas, J. Evans, J. Hernandez, K. Lemon, L. Bustos, P. Madden, P. Thomas, S. Knapp	309	X
SPAN 106	University Spanish 2	4	100%	A. Aldrich, A. Beus, D. Larsen, D. Taylor, E. Mattos, E. Robinson, G. Stotts, G. Thompson, I. Banov, J. Wilber, J. Villegas, J. Evans, J. Hernandez, L. Villarreal, M. Nelson, P. Madden, P. Thomas	232	X
SPAN 111R	Spanish Conversation 1	2	100%	C. Cox, E. Mattos, J. Villegas, L. Villarreal, M. Amado, P. Madden, S. Knapp	50	X
SPAN 112R	Spanish Conversation 2	2	100%	C. Cox, D. Zarrabal, L. Villarreal, L. Bustos, M. Perez, P. Madden, R. Cetz, T. Jimenez	39	X
SPAN 199R	Academic Internship	3	100%	M. Garcia		X
SPAN 205	University Spanish 3	4	100%	A. Thomas, A. Beus, A. Bean, C. Gutke, D. Larsen, E. Robinson, G. Stallings, G. Deaver, J. Villegas, J. Evans, J. Hernandez, P. Madden, R. Brazzale, R. Cetz, S. Knapp, T. Jimenez	270	X
SPAN 206	University Spanish 4	4	100%	A. Aldrich, A. Beus, A. Jessen, L. Villarreal, R. Brazzale, R. Cetz	130	X
SPAN 211R	Spanish Conversation 3	2	100%	E. Mattos, G. Stallings, I. Gonzalez, J. Villegas, J. Hernandez, L. Bustos, R. Cetz, R. Salazar-Torres, S. Knapp	56	X
SPAN 212R	Spanish Conversation 4	2	100%	M. Perez, T. Soriano, P. Thomas, R. Salazar, E. Gonzalez, G. Powers, G. Stallings, L. Villarreal, D. Hagues, S. Alvord, M. Amado, E. Mattos, G. Stallings, J. Gonzalez, B. Fernandez	39	X
SPAN 311R	Spanish Conversation 5	2	100%	C. Cox, I. Gonzalez, J. Villegas, M. Williams, M. Amado, S. Alvord	39	X
SPAN 312R	Spanish Conversation 6	2	100%	E. Mattos, M. Amado,	23	X

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
SPAN 321	3rd-Yr Spanish Reading, Grammar & Culture	3	100%	A. Chaparro, A. Mella, D. Hague, G. Williams, G. Stallings, J. Deaton, J. Turley, J. Hoskisson, L. Blackwell, M. Garcia, M. Kelly, M. Regnet-Larson, M. Pinero, M. Williams, N. Knapp, O. Reyes, S. Alcala, S. Alvord, T. Witherspoon, W. Fails	1603	X	X
SPAN 322	3rd-Yr Spanish Composition	3	100%	A. Chaparro, G. Stallings, O. Reyes	171	X	X
SPAN 323R	Spanish for the Medical Professions	3	100%	C. Lemon			X
SPAN 326	Spanish Phonetics & Pronunciation	3	100%	G. Williams, J. Turley, O. Alba, R. Smead, S. Alvord, W. Fails	218	X	X
SPAN 329	Survey of Hispanic Linguistics	3	100%	G. Williams, O. Alba, R. Smead, S. Alvord, W. Fails	189	X	X
SPAN 339	Intro to Spanish Literature	3	100%	A. Sherman, B. Bonyata, C. Cavanaugh, D. Pratt, D. Laraway, D. Weatherford, G. Williams, G. Stallings, J. Rosenberg, L. Quackenbush, M. Wilson, M. Garcia, O. Reyes, S. Alvord, T. Lyon, T. Mack, V. Hegstrom	657	X	X
SPAN 345	Iberian Civilization	3	100%	J. Hoskisson, M. Garcia, G. Williams, S. Alvord, B. Bateman, D. Hague, D. Laraway, D. Weatherford, E. Larson, G. Stallings, M. Wilson, M. Strayer, T. Lyon	214	X	
SPAN 355	Span Am Culture & Civilization	3	100%	L. Quackenbush	456	X	X
SPAN 365	Mexican American Culture	3	100%	N. Knapp		X	
SPAN 377	Spanish Teaching Methods 1	3	100%	C. Montgomery	22	X	X
SPAN 378	Spanish Teaching Methods 2	3	100%	A. Nielsen	18	X	X
SPAN 380	Practicum in Teaching Spanish	1	100%		14	X	X
SPAN 399R	Academic Internship	1-6	100%	C. Lund, D. Hague, J. Turley, M. Garcia, N. Knapp, S. Alvord	5	X	X
SPAN 414	Intro to Translation for 2nd Majors	3	100%	D. Hague, S. Alcala	27	X	X
SPAN 415 A	Beginning Translation and Interpretation, English to Spanish	1.5	100%	D. Hague	14	X	
SPAN 415 B	Beginning Translation and Interpretation, Spanish to English	1.5	100%	S. Lopez	14	X	
SPAN 416 A	Intermediate Translation and Interpretation, English to Spanish	1.5	100%	D. Hague	14	X	
SPAN 416 B	Intermediate Translation and Interpretation, Spanish to English	1.5	100%	S. Lopez	14	X	
SPAN 417 A	Advanced Translation and Interpretation, English to Spanish	1.5	100%	D. Hague	17	X	
SPAN 417 B	Advanced Translation and Interpretation, Spanish to English	1.5	100%	D. Hague	17	X	
SPAN 418	Translation and Interpretation Project	3	100%	S. Lopez, D. Hague	17	X	X
SPAN 421	Fourth Year Grammar	3	100%	G. Williams, J. Turley, S. Alvord	59	X	X

2012-2013 2013-2014 2014-2015

Course Title Credits Latin American Content Instructor

SPAN 423	Border Spanish	3	100%	R. Smead	53	X	X
SPAN 425	Contrastive Analysis of the Structures of Spanish and English	3	100%	R. Smead, S. Alvord	19	X	X
SPAN 440	Medieval Spanish Literature	3	100%	A. Sherman		X	
SPAN 441	Survey of Spanish Literature	3	100%	A. Sherman, B. Bonyata, G. Williams, G. Stallings, M. Garcia, S. Alvord, T. Mack, V. Hegstrom	184	X	X
SPAN 443R	Golden Age Literature	3	100%	D. Pratt, V. Hegstrom	6	X	
SPAN 444	Don Quixote	3	100%	A. Sherman	16	X	X
SPAN 449R	Special Topics in Spanish Literature	3	100%	D. Pratt	16	X	
SPAN 451	Survey of Hispanic Linguistics	3	100%	D. Laraway, D. Weatherford, E. Larson, L. Quackenbush, M. Garcia, T. Mack	212	X	X
SPAN 456R	Spanish American Drama	3	100%	H. Quackenbush	11	X	
SPAN 458R	Hispanic-American Short Story	3	100%	E. Larson		X	
SPAN 459R	Special Topics in Spanish-American Literature	3	100%	D. Hague, D. Laraway, E. Larson, G. Stallings	26	X	X
SPAN 476	Secondary Spanish Student Teaching	12	100%	A. Nielsen	11	X	X
SPAN 477	Techniques of Spanish Instruction	3	100%	K. Davies, C. Montgomery	36	X	X
SPAN 480R	Directed Research in Spanish	3	100%	F. Moreno, S. Day, B. Bonyata, M. O'Donnell, J. Thomas, J. Slater	26	X	X
SPAN 491	Senior Proficiency Evaluation	0	100%	C. Beus-DeVore	115	X	X
SPAN 493	Capstone Project 2nd Major	1	100%	A. Sherman	11	X	X
SPAN 496	Secondary Spanish Teaching Internship	12	100%	A. Nielsen	1	X	X
SPAN 520	Problems in Spanish Grammar	3	100%	J. Turley	8	X	
SPAN 522	History of the Spanish Language	3	100%	J. Turley	37	X	X
SPAN 529R	Special Topics in Spanish Linguistics	3	100%	G. Williams	12		X
SPAN 599R	Academic Internship: Spanish Internship	1-3	100%	D. Hague, G. Stallings, M. Garcia, N. Knapp, O. Alba, T. Lyon, W. Fails	15	X	X
SPAN 601A	Hispanic Linguistics, Research Methods	3	100%		6	X	X
SPAN 601B	Literary Theory & Research Method	3	100%	R. Nielson, G. Stallings	2	X	X
SPAN 601C	Hispanic Language Teaching Research	3	100%	G. Thompson, L. Henrichsen	6	X	X
SPAN 602R	Special Topics in Contemporary Literary Theory	3	100%	G. Stallings			X
SPAN 622	Hispanic Dialectology	3	100%	O. Alba		X	X
SPAN 625	Spanish Morphosyntax	3	100%	J. Turley		X	
SPAN 626	Spanish Phonetics and Phonology	3	100%	S. Alvord	9		X
SPAN 629R	Seminar in Spanish Linguistics	3	100%	O. Alba	6		

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
SPAN 638	Hispanic Cinema	3	100%	D. Weatherford, G. Stallings		X	X
SPAN 640	Medieval Spanish Literature	3	100%	A. Sherman		X	
SPAN 643R	Golden Age Literature	3	100%	D. Pratt, V. Hegstrom	2	X	
SPAN 644	Don Quixote	3	100%	A. Sherman, D. Pratt	4	X	X
SPAN 648R	Twentieth-Century Spanish Literature	3	100%	G. Stallings		X	X
SPAN 649R	Seminar in Spanish Literature	3	100%	D. Pratt, J. Rosenberg, V. Hegstrom	8	X	X
SPAN 650R	Early Spanish American Literature	3	100%	L. Quackenbush		X	X
SPAN 650R	Pre-Columbian Literature	3	100%	L. Quackenbush		X	X
SPAN 654R	The Spanish American Novel	3	100%	D. Weatherford	5		
SPAN 655R	Spanish American Poetry	3	100%	D. Laraway, J. Krause	3		
SPAN 656R	Spanish American Drama	3	100%	H. Quackenbush	4		
SPAN 658R	Hispanic-American Short Story	3	100%	E. Larson		X	
SPAN 659R	Seminar in Spanish American Literature	3	100%	D. Laraway, E. Larson	2	X	X
SPAN 670R	Teaching Oral & Literacy Skills	3	100%	B. Bateman, C. Montgomery, G. Thompson	10	X	X
SPAN 671	Principles of Foreign Language Teaching	3	100%	R. Martinsen, R. Erickson	5	X	X
SPAN 672	Media & Tech in Foreign Language	3	100%	M. Bush, R. Martinsen	1	X	X
SPAN 673R	Directed Teaching of Spanish	1-3	100%	G. Thompson, N. Knapp, R. Martinsen	34	X	X
SPAN 674	Teaching Hispanic Culture	3	100%	G. Thompson, N. Knapp	4	X	X
SPAN 676	Testing Language Skills	3	100%	C. Montgomery, R. Clifford	2	X	X
SPAN 679R	Seminar in Tchg Spanish	3	100%	R. Martinsen	9	X	
SPAN 680R	Directed Research in Spanish	1-3	100%	F. Moreno, S. Day, B. Bonyata, M. O'Donnell, J. Thomas, J. Slater	31	X	X
SPAN 699R	Master's Thesis	1-9	100%	D. Pratt, R. Nielson	30	X	X
Teacher Education							
TELL 410	Second Language Acquisition	2	25%	A. Rosborough, A. Raty, B. Green, C. Lay, K. Stebbins, L. Turner, O. Ledesma, S. Maddox, S. Burrow, T. Corry	291	X	X
TELL 420	Assessing Linguistically Diverse Students	2	25%	L. Holbrook, P. Longberg	75	X	X
TELL 430	Developing K-12 Literacy in a Second Language	2	25%	B. Borup, B. Green, E. Knell, M. Rice, S. Maddox	59	X	X
TELL 435	Language and Literacy Instruction in K-12 Dual Immersion Settings	3	25%	A. Rosborough	8	X	X
TELL 440	Content-Based Language Instruction	2	25%	B. Rice, C. Lay, D. Perry, G. Smith, J. Dille, K. Simms, S. Clement	306	X	X

Course	Title	Credits	Latin American Content	Instructor	2012-2013	2013-2014	2014-2015
TELL 445	Content-Based Language Instruction in K-12 Dual-Language Immersion Settings	3	25%	A. Rosborough	8	X	X
TELL 478R	Practicum in Dual-Language Immersion K-12 Teaching Minor	0.5-4.0	25%	J. Hughs	10	X	X

## APPENDIX 2A: UNIVERSITY OF UTAH FACULTY/STAFF LIST

<u>Individual</u>	<u>Department</u>	<u>Page</u>
Horn, Rebecca	Department of History (Associate Professor, tenured)	1
Alberto, Lourdes	Department of English (Assistant Professor, untenured)	2
Alemán, Enrique	Education Leadership and Policy (Associate Professor, tenured)	2
Alemán, Sonya	Department of Communication (Assistant Professor, untenured)	3
Alvarez, Leticia	Department of Education, Culture and Society (Assistant Professor, untenured)	3
Anderson-Gutierrez, Sheri	Department of Languages and Literature (Visiting Asst. Professor, untenured)	4
Atwood, Gary L.	Department of Language and Literature (Asst. Professor Lecturer, untenured)	4
Benson, Scott	Family and Preventive Medicine (Assistant Professor Lecturer, untenured)	5
Bernal, Dolores Delgado	Education, Culture, & Society and Ethnic Studies (Professor, tenured)	5
Bohs, Lynn	Department of Biology (Professor, tenured)	6
Brunelle, Andrea R.	Department of Geography (Associate Professor, tenured)	6
Buendía, Edward	Department of Education (Professor and Department Chair, tenured)	7
Burrow-Sánchez, Jason	Department of Educational Psychology (Associate Professor, tenured)	7
Cagle, Hugh	Department of History (Assistant Professor, untenured)	8
Calderón, Dolores	Ethnic studies (Assistant Professor, untenured)	8
Carvalho, Rubynara	Department of Languages and Literature (Instructor, untenured)	9
Chuaqui, Miguel	School of Music (Professor, tenured)	9
Claros Ordóñez, Andrea	Department of Language and Literature (Associate Instructor, untenured)	10
Claudio, Juan Carlos	Department of Modern Dance (Lecturer, untenured)	10
Cohen, Susanna	College of Nursing (Assistant Professor, untenured)	11
Coley, Phyllis D.	Department of Biology (Distinguished Professor, tenured)	11
Coombs, Jennifer	Family and Preventive Medicine (Assistant Professor, Clinical, untenured)	12
Dudley-Murphy, Elizabeth	Department of Civil and Environmental Engineering (Research Assistant Professor, untenured)	12
Dulfano, Isabel	Department of Languages and Literature (Associate Professor, tenured)	13
Dyer, Jane Margaret	College of Nursing (Assistant Professor, untenured)	13
Espinosa, Angela	Department of Languages and Literature (Assistant Professor, untenured)	14
Feener, Donald H.	Department of Biology (Professor, tenured)	14
Fimbres, María de la Cruz	Department of Language and Literature (Adjunct Faculty, untenured)	15
Fladmoe-Lindquist, Karin	Department of Entrepreneurship and Strategy (Associate Professor, tenured)	15
Flamson, Thomas	Department of Anthropology (Visiting Assistant Professor, untenured)	16
Flores, Tanya L.	Department of Languages and Literature (Assistant Professor, untenured)	16
Free, Michael	Department of Metallurgical Engineering (Professor, tenured)	17
García-Martín, Elena	Department of Languages and Literature (Associate Professor, tenured)	17
Gaytán, Marie Sarita	Department of Sociology and Gender Studies (Assistant Professor, untenured)	18
George, Erika	College of Law (Professor, tenured)	18
Goldsmith, Stephen	Department of City & Metropolitan Planning (Lecturer, tenured)	19
González-González, María	Department of Art & Art History (Post Doctoral Fellow, untenured)	19
Grace, Kathryn	Department of Geography (Assistant Professor, untenured)	20
Gringeri, Christina	College of Social Work (Associate Professor, tenured)	20
Guevara, Gema R.	Department of Languages and Literature (Associate Professor, tenured)	21
Haber, Matthew	Department of Philosophy (Associate Professor, tenured)	21
Handlin, Samuel	Department of Political Science (Assistant Professor, untenured)	22
Holzner, Claudio	Department of Political Science (Associate Professor, tenured)	22
Hunter, Rosemarie	College of Social Work (Assistant Professor, untenured)	23
Johnson, William	Department of Geology and Geophysics (Professor, tenured)	23
Johnston, Susan S.	Department of Special Education (Professor, tenured)	24
Jones, Douglas M.	Department of Anthropology (Associate Professor, tenured)	24
Knapp, Leslie	Department of Anthropology (Professor, tenured)	25
Kramer, Karen L.	Department of Anthropology (Associate Professor, tenured)	25
Kursar, Thomas	Department of Biology (Professor, tenured)	26
Ledesma, Maria	Department of Educational Leadership & Policy (Assistant Professor, untenured)	26
Lewis, Christopher T.	Department of Languages & Literature (Assistant Professor, untenured)	27
Longino, John T.	Department of Biology (Professor, tenured)	27
Martínez, Theresa A.	Department of Sociology (Associate Professor, tenured)	28
Mejia, Michael	Department of English (Assistant Professor, untenured)	28
Molina, Isabel Teresa	College of Social Work (Assistant Professor Lecturer, untenured)	29
Muñoz, Ed A.	Department of Sociology (Associate Professor, tenured)	29

Nadkarni, Nalini	Department of Biology (Professor, tenured)	30
Olden, Danielle	Department of History (Assistant Professor, untenured)	30
Paine, Richard	Department of Anthropology (Associate Professor, tenured)	31
Parker, Bradley J.	Department of History (Associate Professor, tenured)	31
Petersen, Erich	Department of Geology and Geophysics (Professor, tenured)	32
Pierce, Joy	Department of Communication (Assistant Professor, untenured)	32
Porter, Susie S.	Department of History (Associate Professor, tenured)	33
Power, Mitchell J.	Department of Geography (Assistant Professor, tenured)	33
Quin, Alejandro	Department of Languages and Literature (Assistant Professor, untenured)	34
Rubio, Fernando	Department of Languages and Literatures (Associate Professor, tenured)	34
Rubio, Lucia	Department of Languages and Literature (Adjunct Instructor, untenured)	35
Serrato-Combe, Antonio	School of Architecture (Professor, tenured)	35
Shtromberg, Elena	Department of Art and Art History (Assistant Professor, untenured)	36
Solórzano, Armando	Family and Consumer Studies & Ethnic Studies (Associate Professor, untenured)	36
Torti, Sylvia	Department of Biology (Research Assistant Professor, untenured)	37
Valdez, Verónica	Department of Education, Culture, and Society (Assistant Professor, untenured)	37
Villalpando, Octavio	Department of Educational Leadership and Policy (Associate Professor, tenured)	38
Wainryb, Cecilia	Department of Psychology (Professor, tenured)	38
Zipser, Edward	Department of Atmospheric Sciences (Professor, tenured)	39
	<b>Distance Learning Instructors</b>	
Sullivan, John	Instituto de Docencia e Investigación de Zacatecas (IDIEZ) (Director)	39
Swanson, Tod D.	School of Historical, Religious and Philosophical Studies, Arizona State University (Associate Professor, tenured)	40
	<b>Center for Latin American Studies Staff</b>	
Barrett, Kevin	Center for Latin American Studies (Academic Coordinator)	40
Garner, Bryce	Center for Latin American Studies (Administrative Officer)	41
Hernandez, Daniel	Center for Latin American Studies (K-16 Outreach Coordinator)	41
McDonald, Caitlin	Center for Latin American Studies (Academic Advisor)	42
	<b>Second Language Teaching and Resource Center (L2TReC)</b>	
Alarco, Carlos	L2TReC (Instructional Technologist, untenured)	42

## Faculty Bios

### UU CONSORTIUM CO-DIRECTOR

**Horn, Rebecca**

**Department of History (Associate Professor, tenured)**

Education:

Ph.D., University of California, Los Angeles, 1989; M.A., University of California, Los Angeles, 1982; B.A., University of California, 1980

Academic Experience:

Director, Center for Latin American Studies (2007-present); Associate Professor, University of Utah (1998-present); Research Associate Professor, Center for the Americas, University of Houston (1998-2000); Visiting Associate Professor of History, Stanford University (1997); Assistant Professor, University of Utah (1988-1997); Associate Editor, UCLA Latin American Center Publications, Nahuatl Studies Series (1990-2010); Executive Committee member, Consortium of Latin American Studies Programs (2014-16); Editorial Board Member, Newberry Library and Adam Matthew, American Indian Histories and Cultures Project (2013); Co-organizer and Colonial Program Chair, Rocky Mountain Council for Latin American Studies annual meeting (Park City, Utah, 2011); 2010 Heizer Award Committee member, American Society of Ethnohistory (2011); Mexican Studies Book Prize Committee member, Conference on Latin American History; evaluator for European Research Council, "Ideas" Research Grants Program (2012), National Endowment for the Humanities, Division of Research Programs (2005), and National Science Foundation, Program on Documenting Endangered Indigenous Languages (2004-05); Faculty Advisory Committee member for Utah Museum of Fine Arts (2012-2015) and Second Language Teaching and Research Center (2013-14)

Overseas Experience:

Mexico, Peru, Spain, Portugal

Latin American Languages

Spanish (fluent), Nahuatl (reading)

% of time LAS:

100%

LAm Courses Taught:

Latin American Civilization to the 1820s; Latin American Civilization Since the 1820s; Americas After Columbus; Mesoamerica after the Spanish Conquest

Specialization:

Colonial Latin America, Mexico, Mesoamerica, Nahua Studies

Recent Publications:

*Resilient Cultures: America's Native Peoples Confront European Colonization, 1500-1800* (co-author) (Pearson 2<sup>nd</sup> ed. 2013); *Postconquest Coyoacan: Nahua-Spanish Relations in Central Mexico, 1519-1650* (Stanford University Press, 1997); "Indigenous Identities in Mesoamerica After the Spanish Conquest," in Gregory D. Smithers and Brooke N. Newman, eds., *Native Diasporas: Indigenous Identities and Settler Colonialism in the Americas* (Lincoln: University of Nebraska Press, 2014); "Indigenous Manuscripts and the Historiography of Early Mexico," in *American Indian Histories and Cultures* (Chicago: Newberry Library and Adam Matthew, 2013); "Mundane Documents in Nahuatl," (co-author) and "Nahuatl and Spanish Sources for Coyoacan," in James Lockhart, Lisa Sousa, and Stephanie Wood, eds., *Sources and Methods for the Study of Postconquest Mesoamerican Ethnohistory* (Eugene, OR.: Wired Humanities Projects, University of Oregon), (2010); "Territorial Crossings: Histories and Historiographies of the Early Americas," (co-author) *William and Mary Quarterly* 67:3 (2010).

Grad. Advising 2009-14:

Completed: 2 MA; 7 PhD; In progress: 6 PhD

Distinctions:

U.S. Department of Education Undergraduate Foreign Language and Areas Studies Grant (UISFL), 2012-14 (\$160,000); IME-Becas Scholarships, Government of Mexico, 2011, 2012, 2013, 2014 (\$55,000 total); National Endowment for the Humanities Focus Grant, "Area Studies and Diaspora Communities: The Reorientation of Latin American Studies at the University of Utah," 2001-02 (\$25,000); Social Science Research Council/American Council of Learned Societies, Grant for Advanced Research, 1990-91 (\$14,800); National Endowment for the Humanities, Summer Research Stipend, 1990; University of Utah, College of Humanities, Ramona W. Cannon Award for Teaching Excellence (1996)

<b>Alberto, Lourdes</b>	<b>Department of English (Assistant Professor, untenured)</b>
Education:	Ph.D. Rice University, 2008; B.A. UC Riverside, 2001
Academic Experience:	Assistant Professor, Department of English, U of Utah (2009-present); Assistant Professor, Ethnic Studies, U of Utah; Dissertation Fellow, Chicana/Latina Research Center, UC Davis (2006-2007)
Overseas Experience:	Mexico
Languages:	Spanish (Fluent)
% of time LAS:	100%
LA Courses Taught:	Global/Transnational Literature; US Third World Feminism; Chicana/o Experiences; Chicana Feminist Studies
Specialization:	Latina/o Studies, Indigenous Studies, Critical Ethnic Studies, Chicana Feminism
Recent Publications:	Lourdes Alberto, "Topographies of Indigenism: Mexico, Decolonial Indigenism, and the Chicana Transnational Subject in Ana Castillo's Mixquiahuala Letters," in <i>Comparative Indigenities of the Americas: Toward a Hemispheric Approach</i> , ed. M. Bianet Castellanos: Lourdes Gutiérrez Nájera; Arturo J. Aldama (Tucson: University of Arizona Press, 2012).
Distinctions:	Dissertation Fellow, Chicana/Latina Research Center, UC Davis (2006-2007)
<b>Alemán, Enrique</b>	<b>Education Leadership and Policy (Associate Professor, tenured)</b>
Education:	Ph.D. University of Texas at Austin, 2004; MPA Colombia University, 1997; B.A. St. Mary's University, 1993
Academic Experience:	Assistant Vice President for Student Equity & Diversity, University of Utah (2012-2014); Associate Professor, Educational Leadership & Policy (2010-present); Faculty Affiliate, Ethnic Studies Program (2009-present); Assistant Professor, Educational Leadership & Policy (2004-10); Co-Founder & Co-Director Adelante Partnership (2005-present); Program Administrator, Texas Education Agency (1998-04)
Overseas Experience:	Mexico, Puerto Rico
Languages:	Spanish (Fluent)
% of time LAS:	100% (Latino Diaspora)
LA Courses Taught:	Critical Race Leadership & Policy; Latina/os & Educational Policy; Educational Equity for Student of Color; Introduction to Ethnic Studies
Specialization:	Chicana/o & Latina/o educational and leadership issues, Critical Race Theory (CRT) & Latina/o Critical Theory, Educational policy & politics, University-school-community partnerships, experiential learning and critical service learning
Recent Publications:	Alemán, E., Jr., Rorrer, A., & Parker, L. (2011). "Postracialism in U.S public school and higher educational settings: The politics of education in the age of Obama." <i>Peabody Journal of Education</i> , 86(5), 479-599; Alemán, E., Jr., & Oliva, N. (2013). "Adelante en Utah: Dilemmas of Latina/o leadership and Chicana/o college student access in a university-school-community partnership." <i>Journal of Education</i> , 16(3), 7-30; Alemán, E., Jr., Rorrer, A., & Parker, L. (2011). "Introduction to postracialism in U.S. public school and higher education settings: The politics of education in the age of Obama." <i>Peabody Journal of Education</i> , 86(5), 479-487.
Grad. Advising 2009-14:	Completed: 13 PhD, In Progress: 10 PhD
Distinctions:	César Chávez Peace and Justice Award, Utah Council of La Raza (2012); Public Service Professorship, Lowell Bennion Community Service Center (2011) Faculty Research Award, College of Education, U of Utah (2010); Paula Silver Outstanding Case Award, University Council of Educational Administration (2010); Community Engagement Award, Utah Valley University (2012)

<b>Alemán, Sonya</b>	<b>Department of Communication (Assistant Professor, untenured)</b>
Education:	Ph.D. University of Utah, 2009; M.A. University of Texas at Austin, 1999; B.A. St. Mary's University, 1995
Academic Experience:	Assistant Professor, Department of Communications & Ethnic Studies Program, University of Utah (2010-present); Instructor, University of Utah (2009)
Overseas Experience:	Mexico, Puerto Rico
Languages:	Spanish (Fluent)
% of time LAS:	100% (Latino Diaspora)
LA Courses Taught:	Introduction to Ethnic Studies; <i>Venceremos</i> ; Social Justice for Communication; Media & Diversity; Introduction to News Writing
Specialization:	Journalism pedagogy, Latina/o communication studies, critical theory, Chicana feminism, alternative ethnic student media, race and the news media
Recent Publications:	Alemán, S. M. (2014). "Reimagining journalism education through a <i>pedagogy of counter-new-story</i> ." <i>Review of Education, Pedagogy, and Cultural Studies</i> ; Alemán, S. M. (2014). "Whiteness ideology in journalism education." <i>Critical Studies in Media Communication</i> ; Alemán, S.M. (2011). " <i>Testimonio</i> as journalism practice: Chicana/o student journalists seek deeper connection news gathering." <i>Journalism Practice</i> , 5(3), 1-18.
Grad. Advising 2009-14:	Completed: 2 MA
Distinctions:	University Neighborhood Partners Community Scholar in Residence (2013); U of Texas at Austin, Ada Frances Miller Fellowship (1998-99)
<b>Alvarez, Leticia</b>	<b>Department of Education, Culture and Society (Assistant Professor, untenured)</b>
Education:	Ph.D. University of Wisconsin, 2004; Ed.M. Harvard University, 1995; Teaching Credential, California State University, 1994; B.A. California State University, 1992
Academic Experience:	Assistant Professor, Dept. of Education, Culture and Society, U of Utah (2007-present); Founder and Director, Family School Partnership, U of Utah (2008-present); Research Instructor, Incheon, South Korea Incheon International High School Summer Internship, College of Education, U of Utah (2008-present); American Educational Research Association/Institute of Education Sciences Postdoctoral Research Fellow, U of Wyoming (2004-07); Co-Coordinator and Instructor, College Access Program (2004); Research Associate, Peer Relations Study Group, Dept. of Educational Psychology, U of Wisconsin (1996-04)
Languages:	Spanish (fluent)
% of time LAS:	100% (Latino Diaspora)
LA Courses Taught:	Immigration and Education; Youth Participatory Action Research; Introduction to Critical Theory & Cultural Studies in Education; Community Based Participatory Research; Community Based Partnerships in Education; Latinos and Education; Bridging Family-School Partnerships for Youth Success
Specialization:	Critical Multicultural Education, Latina/o immigrant youth identities & education, Community- School Based Partnerships, Youth Participatory Action Research, Teacher Education
Recent Publications:	Alvarez Gutiérrez, L., Quijada Cerecer, P.D. (under review). "Teacher's Dialogue and Transformation: Possibilities of a Learner Centered Professional Development Initiative in a US urban high school." <i>Pedagogia Social. Revista Interuniversitaria</i> ; Alvarez Gutiérrez, L. (2014). "Youth Engagement in Social Justice Educational Movements in the face of Anti-Latina/o immigrant legitimacy," <i>The Urban Review</i> 46(3); Alvarez Gutiérrez, L. (2013). "Costo alto de política anti-inmigrante sobre la familia y educación: The adverse consequences of anti-Latino immigration laws," <i>Theory Into Practice</i> , 52(3), 169-179; Alvarez, L., & Rios, F. (2012). "La Política Vecindaria: A macro to micro lens on immigrant newcomer students in US schools." In S. Hughes and T. Berry (Eds.), <i>The Evolving Significance of Race: Living, Learning, and Teaching</i> . New Jersey: Hampton Press.
Grad. Advising 2009-14:	Completed: 6 PhD, 5 MEd
Distinctions:	<i>Family School Partnership</i> , University of Utah (2009-14); New Faculty Initiative Grant, College of Education (2008-12)

<b>Anderson-Gutiérrez, Sheri</b>	<b>Department of Languages and Literature (Visiting Asst. Professor, untenured)</b>
Education:	Ph.D. Georgetown University, 2012; M.S. Georgetown University, 2006; M.A. Texas A&M University, 2003; B.A. Whitworth University, 2000
Academic Experience:	Visiting Assistant Professor, U of Utah (2011-present); University Instructor, Colorado State University (2008-2011); University Instructor, Front Range Community College (2007-2008); University Instructor, Georgetown University (2005-2007)
Overseas Experience:	Dominican Republic, Spain, Mexico
Languages:	Spanish (native); Portuguese (conversational); French (conversational)
Pedagogy Training:	Mandatory annual departmental language pedagogy training and ongoing pedagogy workshops (see Section 4.C.b)
% of time LAS:	100%
LA Courses Taught:	Beginning & Intermediate Spanish; Business Spanish; Medical Spanish; Spanish Service Learning Experience; Spanish for Community Volunteers; Spanish Pronunciation and Phonetics; Spanish in the U.S.; Language in Society; Spanishes of the World: Dialectology
Specialization:	Spanishes of the World Dialects Database Project; Cultural Acquisition in Short Term Study Aboard; Utah Dual Language Immersion Program Research Coordination
Recent Publications:	Anderson, S.L. & Cannon, T. (January 2014). "Long-term gains though short-term study abroad: Cultural acquisition & a new worldview." <i>The Language Educator</i> , 19(1): 53-55; Anderson, S.L. (forthcoming May 2014) "Individual difference & study abroad: Four Profiles of oral proficiency gain." <i>Journal of Language Teaching and Research</i> ; Anderson-Gutiérrez, S.L. (for submission May 2014) "Differential gains in oral proficiency in study abroad: The role of language learning aptitudes." <i>Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics</i> .
Distinctions:	Technology (TACC) Grant Participant, U of Utah 2012-2013; USET Undergraduate Research Grant, U of Utah 2013 & 2014
<b>Atwood, Gary L.</b>	<b>Department of Language and Literature (Asst. Professor Lecturer, untenured)</b>
Education:	Ph.D. UC, Irvine, 2006; M.A. UC Irvine, 2001; B.A. Idaho State University, 1998
Academic Experience:	Assistant Professor Lecturer, Department of Languages and Literature, U of Utah (2012-present); Assistant Professor of Spanish (2006-12); Visiting Instructor of Spanish, Department of Spanish, Colby College (2005-06)
Overseas Experience:	Spain
Languages:	Spanish (fluent), Portuguese (conversational), German (conversational)
Pedagogy Training:	Mandatory annual departmental language pedagogy training and ongoing pedagogy workshops (see Section 4.C.b)
% of time LAS:	100%
LA Courses Taught:	Gender and Desire in 20 <sup>th</sup> Century Spanish Literature; Trends in Critical Thinking; Spanish Civilization and Culture; Introduction to Spanish Literature; Introduction to Literature and Culture; Early Twentieth Century Spanish Literature; Making 20 <sup>th</sup> Century Spain; Spanish Post-Modern Literature; Hispanic Narrative; Hispanic Poetry; Spanish Romanticism and National Discourse; Gender and Desire in Spanish Literature
Specialization:	Latin American literature, Peninsular literature
Recent Publications:	Book Manuscript in Progress: <i>Off the GRID: Corporeal Malediction, Queer Temporalities and HIV in Spain and the Americas</i> .
Grad. Advising 2009-14:	Completed: 1 PhD, 4 MA
Distinctions:	Humanities Center Travel Grant, UC Irvine (2003); Graduate Opportunity Fellowship (1998-99)

<b>Benson, Scott</b>	<b>Family and Preventive Medicine (Assistant Professor Lecturer, untenured)</b>
Education:	Ph.D. Utah State University; M.D. University of Utah; M.P.H. University of Utah; B.S. Brigham Young University
Academic Experience:	Assistant Professor (Lecturer) Family and Preventive Medicine; Co-Director Global Health Initiative, University of Utah; Adjunct Instructor, Internal Medicine, U of Utah
Overseas Experience:	Peru
Languages:	Spanish (Fluent)
% of time LAS:	50%
LA Courses Taught:	Foundations Public Health; Public Health Practicum; Global Health
Specialization:	Infectious Diseases; Travel and geographic medicine, global public health
Recent Publications:	Arnold M, Van Derslice JA, Taylor B, Benson S, Allen S Johnson M, Keifer J, Boakye I, Arhinn B, Crockston BT, Ansong D. (2013). "Drinking water quality and source reliability in rural Ashanti region, Ghana." <i>J Water Health</i> , 11(1), 191-72; Benson, LS. (2005). "Simple and Portable Water Quality Analysis with Interventions in Ghana and Peru," Poster session presented at International Health and Medical Education Consortium Conference, San Francisco.
<b>Bernal, Dolores Delgado</b>	<b>Education, Culture, &amp; Society and Ethnic Studies (Professor, tenured)</b>
Education:	Ph.D. University of California, Los Angeles (1997); MPA University of Missouri (1996); B.S. Kansas State University (1987)
Academic Experience:	Professor, U of Utah; Associate Professor, U of Utah (2006-2012), Assistant Professor, U of Utah (1999-2006); University of California's Presidential Postdoctoral Fellow, UC Davis (1997-1999)
Overseas Experience:	Mexico
Languages:	Spanish (fluent)
% of time LAS:	50%
LA Courses Taught:	US Third World Feminism; Feminist Epistemologies & Pedagogies; Critical Race Theory in Education & Society; Borderlands Theory; Introduction to Ethnic Studies
Specialization:	Chicana Feminist Pedagogies & Methodologies; Chicana/o Education; community engaged research; university-school partnerships
Recent Publications:	Alemán, E. Jr., Delgado Bernal, D., & Mendoza, S. (2013). Critical Race Methodological Tensions: <i>Nepantla</i> in Our Community-Based Praxis. In M. Lynn & A. Dixon (eds.) <i>Handbook of Critical Race Theory in Education</i> (325-338). New York: Routledge; Calderon, D., Delgado Bernal, D., Velez, V. N., Perez Huber, L., and Malagon, M.C. (2012). "A Chicana Feminist Epistemology Revisited; Cultivating Ideas a Generation Later." <i>Harvard Educational Review</i> , 82(4), 513-539; Delgado Bernal and Elenes C. A. (2011) "Chicana Feminist Theorizing: Methodologies, Pedagogies and Practices, in R. R. Valencia (Ed.) <i>Chicano School Failure and Success: Present, Past and Future</i> (3 <sup>rd</sup> edition), New York: Routledge.
Distinctions:	Pete Suazo Social Justice in Education Award for <i>Adelante</i> (2013); 2012 Utah Valley University Latin American Celebration, Community Engagement Award for <i>Adelante</i> Partnership (2012); YWCA Outstanding Achievement in Education Award (2011); Distinguished Scholar, American Educational Research Association (2010); Research Award, College of Education (2010); U of Utah, Community Engaged Faculty Fellow (2009); College of Education Outstanding Teaching Award (2002); Ford Foundation Postdoctoral Fellow (2000); University of California's Presidential Postdoctoral Fellow (1997-1999)

<b>Bohs, Lynn</b>	<b>Department of Biology (Professor, tenured)</b>
Education:	Ph.D. Harvard University, 1986; M.S. Harvard University, 1982; B.A. University of New Hampshire, 1978
Academic Experience:	Professor, Dept. of Biology, U of Utah (2007-present); Steering Committee, LINNE (2005-06); Steering Committee, International Solanaceae Genome Initiative (2004-present); Awards Committee, Botanical Society of America (Chair, 2004-05), (2003-05); Honors and Awards Committee, American Society of Plant Taxonomists (Chair, 2003-04); Council, American Society of Plant Taxonomists (2001-04); Associate Professor, Dept. of Biology, U of Utah (1999-2007); Associate Professor, Dept. of Botany Duke University (1997-99); Research Associate Professor, Dept. of Biology, U of Utah (1995-1997); Research Assistant Professor (1989-95); Las Cruces Advisory Committee, Organization for Tropical Studies, University of Vermont (1997-00); Executive Committee, Organization for Tropical Studies (1996-98); Board of Directors, Organization for Tropical Studies (1990-99)
Overseas Experience:	Argentina, Brazil, Bolivia, Colombia, Ecuador, Paraguay, Peru, Uruguay, Costa Rica
Languages:	Spanish (fluent), Portuguese (conversational)
% of time LAS:	100%
LA Courses Taught:	Evolution and Diversity of Life; Field Botany
Specialization:	Systematics, phylogeny, and economic botany of plants, particularly Solanaceae
Recent Publications:	Giacomin, L. L., L. Bohs, and J. Stehmann. (2013). "Two new species from the Brevantherum clade of <i>Solanum</i> (Solanaceae) from eastern Brazil." <i>Journal of the Botanical Research Institute of Texas</i> 7: 95-107. Bohs, L. (2011). "A new species and combination in Central American Solanaceae." <i>Novon</i> 21: 23-27. Stern, S.R. & L. Bohs. (2009). "Two new species of <i>Solanum</i> from Ecuador and new combinations in <i>Solanum</i> section <i>Pachyphylla</i> (Solanaceae)." <i>Journal of the Botanical Research Institute of Texas</i> 3:503-510; Tepe, E.J. and L. Bohs. (2009). "Three new species of <i>Solanum</i> of north-central Peru, a hot spot of biological diversity." <i>Arnoldia</i> 15: 277-285.
Grad. Advising 2009-14:	Completed: 1 Ph.D; In progress 1 Ph.D.
Distinctions:	NSF Supplement to PBI to Support the VI International Solanaceae Conference (2006); NSF Research Grant (1998-2002, 2003-05, 2004-2008); AAAS-NSF WISC Grant (2003); National Geographic Society Scientific Research Grant (1998-01)
<b>Brunelle, Andrea R.</b>	<b>Department of Geography (Associate Professor, tenured)</b>
Education:	Ph.D. University of Oregon, 2002; M.S. Northern Arizona University, 1997; B.S. Northern Arizona University, 1993
Academic Experience:	Co-director of Research, Rio Mesa Research Station; Chair, Dept. of Geography, U of Utah (present); Associate Professor, Dept. of Geography, U of Utah (2009-present); Assistant Professor, U of Utah (2003-09)
Overseas Experience:	Mexico
Languages:	Spanish (conversational)
% of time LAS:	25%
LA Courses Taught:	Global Climate Change
Specialization:	Paleoecology and climate change in northern Mexico and western U.S.
Recent Publications:	Brunelle, A., Minckly, T., Delgadillo, J. and Blissett, S. (In press). "A long-term perspective on woody plant encroachment in the desert southwest, New Mexico, USA." <i>Journal of Vegetation Science</i> ; Carter, V., Brunnelle, A., Minckley, T., Dennison, P. (2013). "Regionalization of fire regimes in the Intermountain West, USA." <i>Quaternary Research</i> 80:406-416; Lundeen, Z., Brunnelle, A., Burns, S.J., Asmerom, Y., Polyak, V., (2013). "Holocene Paleoclimate from a Northern Wasatch Mountains Speleothem: Season Specific Insight into the Hydroclimatic History of the Great Salt Lake Basin." <i>Quaternary International</i> 310:83-95; Nishizawa, S., Currey, D.R., Brunnelle, A. and Sack, D. (2013). Grad. Advising 2009-14: Completed: 9 PhD, 8 MA
Distinctions:	Outstanding Mentor/Advisor, Geography Dept. (2013 and 2009); Department of Geography AAG Travel Grant, U of Oregon (2002)

<b>Buendía, Edward</b>	<b>Department of Education (Professor and Department Chair, tenured)</b>
Education:	Ph.D. University of Illinois at Urbana-Champaign, 1997; M.A. U of Illinois at Urbana-Champaign, 1996
Academic Experience:	Department Chair, Dept. of Education, Culture and Society (2012-present); Professor, U of Utah (2012-present); Director, Ethnic Studies Program, U of Utah (2007-11); Associate Professor, U of Utah (2004-12); Assistant Professor, U of Utah (1997-04)
Overseas Experience:	Mexico
Languages:	Spanish (fluent)
% of time LAS:	50%
LA Courses Taught:	Global Knowledge, Text, and Performance; Introduction to Multicultural Education
Specialization:	Educational Theory, Educational Segregation, Cultural Studies, Social Foundations of Curriculum, Qualitative Research Methods-Interpretive Research Methods
Recent Publications:	Buendía, E. (2010). "Reconsidering the urban in Urban Education: Interdisciplinary conversations." <i>Urban Review</i> , 43(1), 1-21; Buendía, E., Ares, N., Juarez, B., Peercy, M. (2004). "The geographies of difference: The production of the East Side, West Side and Central City school." <i>American Educational Review Journal</i> , 41(4), 833-863; Buendía, E & Ares, N. (2006). <i>Geographies of difference: The Social Production of the East Side, West Side, and Central City School</i> . New York: Peter Lang.
Distinctions:	College of Education's Outstanding Research Award, U of Utah (2003); Postdoctoral Studies Award, U of California, Los Angeles (1997)
<b>Burrow-Sánchez, Jason</b>	<b>Department of Educational Psychology (Associate Professor, tenured)</b>
Education:	Ph.D. University of Oregon, 2003; M.A. University of the Pacific, 1997; B.A. University of California, Santa Barbara, 1993
Academic Experience:	Associate Professor, Dept. of Educational Psychology, U of Utah (2009-present); Research Assistant, Utah Addiction Center (2008-present); Clinical Assistant Professor, Dept. of Psychology, Clinical Psychology Program, U of Utah (2006-present); Assistant Professor, U of Utah (2003-09); Psychology Resident, University Counseling Center & Dept. of Educational Psychology, U of Utah (2003-04); Diversity Development Specialist, College of Education, U of Oregon (1999-01)
Overseas Experience:	Peru
Languages:	Spanish (conversational)
% of time LAS:	50%
LA Courses Taught:	Going Global in the College of Education (Study Abroad to Cusco, Peru)
Specialization:	Substance abuse: evaluation, prevention and treatment; Latino mental health; adolescent psychology
Recent Publications:	Burrow-Sánchez, J.J. (2014). "Measuring ethnic identity in a sample of Latino adolescents with substance use disorders." <i>Substance Use &amp; Misuse</i> ; Burrow-Sánchez, J.J. (2013). "Identifying the factor structure of the SOCRATES in a sample of Latino Adolescents." <i>Psychology of Addictive Behavior</i> ; Burrow-Sánchez, J.J. & Wrona, M. (2012). "Comparing culturally accommodated versus standard group CBT for Latino adolescents with substance use disorders: A pilot study." <i>Cultural Diversity and Ethnic Minority Psychology</i> , 18. 373-383; Burrow-Sánchez, J.J., Martinez, C., Hops, H. & Wrona, M. (2011). "Cultural accommodation of substance abuse treatment for Latino adolescents." <i>Journal of Ethnicity in Substance Abuse</i> , 10(3), 202-225.
Grad. Advising 2009-14:	Completed: 2 MA; in progress 5 MA
Distinctions:	Outstanding Early Career Presentation: First Place, Division 50, APA (2012); College of Education Faculty Research Award, U of Utah (2009)

<b>Cagle, Hugh</b>	<b>Department of History (Assistant Professor, untenured)</b>
Education:	Ph.D. Rutgers University, 2011
Academic Experience:	Assistant Professor, University of Utah, 2011-Present
Overseas Experience:	Brazil
Languages:	Portuguese (fluent); Spanish (fluent)
% of time LAS:	75%
LA Courses Taught:	History of Brazil; Americas after Columbus
Specialization:	History of Brazil, history of science, comparative colonial history
Recent Publications:	Guest Editor with Iona McCleery. "Science, Medicine, and Health in Portugal and Its Early Empire, 1350-1550." Special issue of the <i>Journal of Medieval Iberian Studies</i> . (forthcoming spring of 2015); Cagle, H. (2012) "The Botany of Colonial Medicine: Gender, Authority, and Natural History across Iberian Empires." <i>Women of the Iberian Atlantic</i> . Edited by Sarah E. Owens and Jane E. Mangan. Baton Rouge: Louisiana State University Press; Cagle, H. and Adas, M. (2012) "Age of Settlement and Colonization, 1500-1900." <i>Ashgate Research Companion to Modern Imperial Histories</i> , Philippa Levine and John Marriott (eds.). Burlington, VT: Ashgate (2012).
Distinctions:	Best Collaborative Project" by the Society for the Study of Early Modern Women (2012); University Research Council Faculty Fellowship, U of Utah (2013); Great Ideas in the Humanities Research Grant, U of Utah (2013); CDC International Travel and Research Grant, U of Utah (2013); Harvard University Grant for Research on the Atlantic World (2012); National Endowment for the Humanities Research Seminar Fellowship (2012); Andrew W. Mellon Foundation Dissertation Fellowship (2010-2011); Fundação Luso-Americano Research Fellowship (2009); FLAS Fellowship (2003-2004)
<b>Calderón, Dolores</b>	<b>Ethnic studies (Assistant Professor, untenured)</b>
Education:	Ph.D. University of California, Los Angeles; J.D., Law, Texas Tech University School of Law; B.A. Vassar College
Academic Experience:	Assistant Professor, Dept. of Education, Culture, and Society and the Ethnic Studies Program (present)
Languages:	Spanish (fluent)
% of time LAS:	50%
LA Courses Taught:	Indigenous Epistemologies; Colonial/Postcolonial Theory in Education
Specialization:	Multicultural Education, Indigenous and Minority Education
Recent Publications:	Calderón, D., (forthcoming Summer 2014). "Anticolonial methodologies in education: Embodying land indigeneity in Chicana feminisms." <i>Journal of Latino-Latin American Studies</i> ; "Chicana/Latina Feminism(s): Negotiating and Crossing Borderlands in Education" (forthcoming 2014); Calderón, D. (2014) "Speaking Back to Manifest Destinies: A Land-Based Approach to Critical Curriculum Inquiry," <i>Environmental Education Research</i> ; "Land Education: Indigenous, postcolonial; Calderón, D., Delgado Bernal, D, Perez Huber, L, Malagon, M. & Velez, V. (2012). A "Chicana Feminist Epistemology Revisited: Cultivating Ideas a Generation Later." <i>Harvard Educational Review</i> 82(4): 513-539.

<b>Carvalho, Rubynara</b>	<b>Department of Languages and Literature (Instructor, untenured)</b>
Education:	M.A. Brigham Young University, 2006; B.A. University of Vale do Rio Doce, (1997)
Academic Experience:	English as Second Language Instructor, University of Utah, English Language Institute (2008-present); Portuguese Language Instructor, Department of Languages and Literature, U of Utah (2007-present)
Overseas Experience:	Brazil
Languages:	Portuguese (native), Spanish (fluent)
Pedagogy Training:	Mandatory annual departmental language pedagogy training and ongoing pedagogy workshops (see Section 4.C.b)
% of time LAS:	100%
LA Courses Taught:	Beginning Portuguese I and II; Intermediate Portuguese I and II; Portuguese for Spanish Speakers; Topics in Literature and Culture; Third Year Portuguese Grammar; Contemporary Issues; Business Portuguese
Specialization:	Foreign Languages, pedagogy, literature, culture
Distinctions:	Fritz B. Burns Scholarship
<b>Chuaqui, Miguel</b>	<b>School of Music (Professor, tenured)</b>
Education:	Ph.D. University of California, Berkeley, 1994; M.A. U of California, Berkeley, 1989; B.A. U of California, Berkeley, 1987
Academic Experience:	Professor, School of Music, University of Utah (2009-present); Associate Professor (2003-09); Assistant Professor (1996-03); Instructor, Dept. of Music, Laney College (1992-96); Lecturer, Dept. of Music, San Francisco State University (1992-93);
Overseas Experience:	Chile, Mexico
Languages:	Spanish (native)
% of time LAS:	75%
LA Courses Taught:	Advanced/Electro-acoustic Music Composition I; Stylistic Studies in Orchestration I;
Specialization:	Latin American music and composition
Recent Publications:	Recordings: September 2011: "In the Divine Image," Soundbrush Records; includes SALMO 139; October 2009: "Memoria: Chamber and Electroacoustic Works," Centaur Records (CRC 3003); includes EL CANTO REPARTIDO, LA PERSISTENCIA DE LA MEMORIA, MAREAS, DESDE EL LÍMITE; June 2005: "Music By Miguel Chuaqui," Centaur Records (CRC 2737); includes HYPERBOLE, ANCIENT WING, CUARTETO CLAROSCURO, DE METAL Y MADERA, DANZA DEL OCASO; June 2005: ANCIENT WING released on "The Hallelujah Tree" (Laurel Ann Maurer, flute), 4Tay Records; August 2000: CASI CUECA released on "eXchange Latin America," CRI (New World) Records (CD 848); January 1995: JUEGO released on "Octagon, Vol. 1," Albany Records (Troy 130); Según el Favor del Viento, for Clarinet Quartet, Forward 4, premiered at the Semanas Musicales in Frutillar, Chile (Feb. 2014); New work for percussion and electronics for Brazillian percussionist Ricardo Coelho de Souza Commission (in progress).
Grad. Advising 2009-14:	Completed: 6 Ph.D., 3 MA; in progress: 3 Ph.D., 4 MA
Distinctions:	Commission from Intermezzo Chamber Music for cello quintet (2011); SALMO 139, composition contest winner of the annual contest of the Society for Universal Sacred Music, New York City (2009); President's Award from the Society for Electro-Acoustic Music in the United States (SEAMUS) (2009); Award in Music from the American Academy of Arts and Letters (2004); Commission from the Serge Koussevitzky Foundation at the Library of Congress (2004); Copland Recording Grant from the American Music Center (2004); Commission from the Fromm Foundation at Harvard University (2001); Inducted into the National Association of Composers of Chile (membership by invitation only) (2001)

<b>Claros, Andrea</b>	<b>Department of Language and Literature (Associate Instructor, untenured)</b>
Education:	M.S. University of Utah, 2008; B.A. University of Cauca, Popayán, Colombia, 2001
Academic Experience:	Associate Instructor, University of Utah
Overseas Experience:	Colombia
Languages:	Spanish (native)
Pedagogy Training:	Mandatory annual departmental language pedagogy training and ongoing pedagogy workshops (see Section 4.C.b)
% of time LAS:	100%
LA Courses Taught:	Latin American Civilization and Culture; Peninsular Civilization and Culture
Specialization:	Latin American literature; language pedagogy
 <b>Claudio, Juan Carlos</b>	 <b>Department of Modern Dance (Assistant Professor Lecturer, untenured)</b>
Education:	M.F.A. U of Utah, 2009; B.S. Utah State University, 1995
Academic Experience:	Assistant Professor, Department of Modern Dance, U of Utah (2009-present); Director and Community Engaged Instructor, Dance and Cultural Exchange Program: Panamá (2012-present); Visiting Artist, University of Panama (2012-present); Modern Dance Technique Instructor, Ballet West Dance Company (2011-2012); Co-coordinator MASTER CLASS, Ririe-Woodbury Dance Company
Overseas Experience:	Panamá, Germany, China
Languages:	Spanish (fluent)
% of time LAS:	75%
LA Courses Taught:	Creativity & Community; Dance & Social Justice; Dance in Social Cultures; Panamá Dance and Culture Exchange
Specialization:	Latin American dance, modern dance technique, dance and culture
Recent Publications:	Professional Performance Experience: SB Dance, Salt Lake City, UT (2009-present); "Micro-Dance: New Choreography Created for 32 Square Feet," Salt Lake City, UT (2013); "Cool New York 2011," New York City (2011); Nikolais Dance Theater, Salt Lake City (2003-2011); John Allen Project, New Orleans (2007-2011); Johnson & Dancers, Los Angeles (2002); Séan Curran Company, New York City (2001-2002); Bill Young and Dancers, New York City (2001-2002); Colleen Thomas Dance, New York City (2001-2002).
Grad. Advising 2009-14:	Completed: 6 MFA; In progress: 1 MFA
Distinctions:	Off Campus Professor, Tanner Humanities Center, U of Utah (2014); Community Engaged Scholar of the year, Lowell Bennion Community Service Center, U of Utah (2014); Dee Winterton Award and Student Teaching Choice Award, Best Professor U of Utah (2009).

<b>Cohen, Susanna</b>	<b>College of Nursing (Assistant Professor, untenured)</b>
Education:	D.N.P. University of Utah, 2014; M.S. University of California, San Francisco, 2006; B.S. University of California, Davis, 2001
Academic Experience:	Interim Director, NMW/WHNP Program, U of Utah (2011-present); Assistant Professor (Clinical), College of Nursing (2010-11); Consultant, Curriculum development and Board Member, PRONTO International (2009-present); Faculty Facilitator, Simulation Learning Center, U of Utah (2009-present); Lead Trainer, Instituto Nacional de Salud Pública, México (2008-09); Instructor (Clinical), College of Nursing, U of Utah (2007-10)
Overseas Experience:	Guatemala, Mexico, Portugal,
Languages:	Spanish (fluent)
% of time LAS:	50%
LAS Courses Taught:	Nurse Midwifery and Women's Health I & II
Specialization:	Obstetric training in Mexico and Guatemala
Recent Publications:	Fahey, J.O., Cohen, S.R., et al. (2013). "Promoting Cultural Humility During Labor and Birth: Putting Theory into Action during PRONTO Obstetric and Neonatal Emergency Training." <i>Journal of Perinatal and Neonatal Nursing</i> , 27 (1); Walker, D.M., Cohen, S.C., et.al. (2012). "PRONTO training for obstetric and neonatal emergencies in Mexico." <i>International Journal of Gynecology and Obstetrics</i> , 116: 128-133; Cohen, S.R., Walker D.M., Wong, B., Cragin, L. (2012). "Self-efficacy change with low-tech, high-fidelity obstetrical simulation training for midwives and nurses in Mexico." <i>Clinical Simulation in Nursing</i> , 8(1), 15-24; Cohen, S.R., Walker D.M., Wong, B., Cragin, L. (2010). Cohen, S.R., Walker, D.M., Estrada, F. (2009). "PRONTO2: Manual for Training Brigade, State of Chiapas"; Cohen, S.R., Walker, D.M., Estrada, F. (2009). "PRONTO2: Manual for Training Brigade, State of Mexico."
Distinctions:	World Health Organization and Bill and Melinda Gates Foundation grants (2011); Outstanding New Practitioner, U of Utah (2008)
<b>Coley, Phyllis D.</b>	<b>Department of Biology (Distinguished Professor, tenured)</b>
Education:	Ph.D. University of Chicago, 1981; M.A. U of Chicago, 1980; B.A. Hampshire College, 1972
Academic Experience:	Distinguished Professor, U of Utah (2009-present); Professor, U of Utah (1993-present); Associate Professor (1987-1993); Assistant Professor, U of Utah (1982-1987); Research Affiliate, The Smithsonian Tropical Research Institute, Panama (1995-present); Visiting Scholar, Scripps Oceanographic Institute, La Jolla, CA (1994).
Overseas Experience:	Mexico, Costa Rica, Panama, Venezuela, French Guiana, Brazil, Ecuador, Peru
Languages:	Spanish (conversational)
% of time LAS:	75%
LA Courses Taught:	Rainforest Ecology
Specialization:	Tropical rainforest ecology, biodiversity in rainforests
Recent Publications:	Coley, P.D. and T.A. Kursar. (2014). "Is the high diversity in tropical forests driven by the interactions between plants and their pests?" <i>Science</i> 343: 35-36; Bixenmann, R.J., P.D. Coley and T.A. Kursar. (2013). "Developmental Changes in Direct and Indirect Defenses in the Young Leaves of the Neotropical Tree Genus <i>Inga</i> (Fabaceae)." <i>Biotropica</i> 45:175-184; Richards, Lora A. and Phyllis D. Coley. (2012). "Domatia morphology and mite occupancy of <i>Psychotria horizontalis</i> (Rubiaceae) across the Isthmus of Panama." <i>Arthropod-Plant Interactions</i> , 6(1): 129-136; K. Lindsay Higgins, Phyllis D. Coley and Thomas A. Kursar. (2011). "Culturing and direct PCR suggest prevalent host generalism among diverse fungal endophytes of tropical forest grasses." <i>Mycologia</i> 103(2) 247-260; Brenes-Arguedas, T., A. B. Roddy, P. D. Coley, and T. A. Kursar. (2011). "Do differences in understory light contribute to species distributions along a tropical rainfall gradient?" <i>Oecologia</i> 166: 443-456.
Grad. Advising 2009-14:	Completed: 2 PhD; In progress: 4 PhD
Distinctions:	Distinguished Professor, U of Utah (2009); William Skinner Cooper Award, Ecological Society of America (2007); Fellow of the American Academy of Arts and Sciences (2006-present); Fellow of the World Innovation Foundation (2003-present)

<b>Coombs, Jennifer</b>	<b>Family and Preventive Medicine (Assistant Professor, Clinical, untenured)</b>
Education:	Ph.D. University of Utah, 2010; M.S. U of Utah; P.A. U of Utah; B.A. Colorado College
Academic Experience:	Assistant Professor (clinical), Family and Preventive Medicine (1994-present); Executive Editorial Board, Journal of the American Academy of Physician Assistants (JAAPA)
Overseas Experience:	Guatemala
Languages:	Spanish (Fluent)
% of time LAS:	25%
Specialization:	Rural health in Guatemala, underserved health service, international public health,
Recent Publications:	Hooker RS, Cawley JF, Coombs J (2014). "Commentaries on health services research." <i>JAAPA</i> , 27(4), 1-2; Coombs JM, Valentin V. (2014). "Is There a Glass Ceiling Over Female Physician Assistant Educators?" <i>Journal of Physician Assistant Education</i> , 25(1); Coombs JM, Hooker RS, Brunisholz, KD. (2013). "What do we know about retired physician assistants? A preliminary study." <i>JAAPA</i> , 26(3), 44-8
Distinctions:	Humanitarian of the Year Award, Utah Academy of Physician Assistants (1992 and 2006)
<b>Dudley-Murphy, Elizabeth</b>	<b>Department of Civil and Environmental Engineering (Research Assistant Professor, untenured)</b>
Education:	Ph.D. University of Utah, 1996; M.S. University of Utah, 1990; B.A. University of Utah, 1981
Academic Experience:	Research Assistant Professor, U of Utah; Adjunct Associate Professor, Geography, U of Utah
Overseas Experience:	Costa Rica, Colombia, Brazil, Cuba, Mexico, Chile
Languages:	Spanish (native)
% of time LAS:	25%
LA Courses Taught:	Geography of Latin America
Specialization:	Urbanization in Latin America, GIS, ecology and sustainability
Recent Publications:	D.E. Pataki, P.C. Emmi, C.B. Forster, J.I. Mills, E.R. Pardyjak, T.R. Peterson, J.D. Thompson, E. Dudley-Murphy. (2009). "An integrated approach to improving fossil fuel emissions scenarios with urban ecosystem studies." <i>Ecological Complexity</i> 6(1):1-4; Jeyachandran, I., Burian, S., Dennison, P., Nash, G., and Dudley-Murphy, E.A. (2007). "Techniques to estimate urban canopy parameters using satellite data." <i>AMS 7 Symposium on the Urban Environment</i> , 10-13 September 2007, San Diego, CA; Dudley-Murphy, E.A. (2006). "Remote Sensing of Human Settlements." <i>Manual of Remote Sensing</i> 3 <sup>rd</sup> . Ed., Vol. 5. Edited by Merrill k. Ridd and James D. Hipple.
Grad. Advising 2009-14:	In progress: 1 PhD, 1 MA
Distinctions:	Outstanding Teacher, College of Civil and Environmental Engineering

<b>Dulfano, Isabel</b>	<b>Department of Languages and Literature (Associate Professor, tenured)</b>
Education:	Ph.D. Yale University, 1993; MBA David Eccles School of Business, 2002; M. of Phil. Yale University, 1988; M.A. University of Arizona, 1985; B.A. Middlebury College, 1982 institution
Academic Experience:	Associate Professor, U of Utah (2009-present); Director of Undergraduate Studies, Department of Languages and Literature (2010-2012); Assistant Professor, U of Utah, (2004-2009); Adjunct Assistant Professor, U of Utah (2001-2004); Visiting Assistant Professor, U of Utah (1998-2001); Assistant Professor, Longwood College (VA) (1996-1998); Lecturer, Spanish Dartmouth College (1988-1991)
Overseas Experience:	Colombia, Mexico, Ecuador
Languages:	Spanish (fluent)
% of time LAS:	100%
LA Courses Taught:	Business Spanish I & II; Civilization and Culture Spanish America; Indigenous writing and culture; Indigenous Feminism; Literary Analysis; Study Abroad Dominican Republic, Spain, & Chile
Specialization:	Latin American testimonial literature, indigenous identity, business Spanish
Recent Publications:	Dulfano, I. and Rubio, F. (2014) "Reset or forge ahead? Is there a future and 'value' in the study of Spanish? Historical trends and calculations of the merit or dollar worth of the language." <i>Journal of Multilingual and Multicultural Development</i> 35.2: 139-150; Dulfano, I. (2014). "Decolonizing the Person, the Image, and the Collective Global Psyche through the Lens of Silvia Rivera Cusicanqui." <i>Cultural Survival Quarterly</i> (March 2014); Dulfano, I. (2012). Maier, L., & Dulfano, I., eds. (2004). <i>Woman as Witness: Essays on Testimonial Literature by Hispanic Women</i> . NY: Peter Lang.
Grad. Advising 2009-14:	Completed: 5 Ph.D., 6 MA; In progress 4 Ph.D.
Distinctions:	Faculty Fellow, U of Utah (2013); International Exchange Committee Program Aboard Development Grant, (2008)
<b>Dyer, Jane Margaret</b>	<b>College of Nursing (Assistant Professor, untenured)</b>
Education:	Ph.D. University of Utah, 2008; MBA U of Utah, 1993; PGC U of Utah, 1981; M.S. U of Utah, 1978; B.S. University of Maine, 1971
Academic Experience:	Assistant Professor, College of Nursing, U of Utah (2010-present); Associate Professor (clinical), College of Nursing, U of Utah (2009-2010); Assistant Professor (2001-2009); Director, Nurse-Midwifery and Women's Health Graduate Specialty Programs, U of Utah (2001-2009 & 2013); Adjunct Faculty, U of Utah (1987-2001)
Overseas Experience:	Mexico
% of time LAS:	50%
LA Courses Taught:	Immigrant & Refugee Health, Women's Health, Community Based Participatory Research
Specialization:	Immigrant, Latino and Refugee health, women's health
Recent Publications:	M., Simonsen, S., Manuck, T., Dyer, J. and Turok, D. (2012) "The 'Latina Epidemiologic Paradox': Contrasting Patterns of Adverse Birth Outcomes in U.S.-born and foreign-born Latinas," <i>Women's Health Issues</i> 22(5); Flores, M., Turok, D., Manusk, T., Dyer, J., and Simonsen, S., (2012). "The 'Latina Epidemiologic Paradox': Contrasting Patterns of Adverse Birth Weight Babies (LBW), Preterm Birth (PTB), and Small-for-Gestational-Age (SGA) in Latina and White Populations," <i>Society for Maternal and Fetal Medicine Supplement to American Journal of Obstetrics &amp; Gynecology</i> , 201(6): S207; Dyer, J., Hunter, R. and Murphy, P. (2011). "Relationship of social network size to infant birth weight in Hispanic and non-Hispanic women," <i>Journal of Immigrant and Minority Health</i> , 13 (3): 487- 493.
Grad. Advising 2009-14:	Completed: 11 DNP, 10 MA
Distinctions:	U of Utah Vice President Clinical and Translational Research Scholar (2014); Service Learning Scholars Faculty Mentor Award (2013); Elected as Fellow of the American College of Nurse Midwives (2010); Journal of Midwifery & Women's Health Article of the Year Award (2009)

<b>Espinosa, Angela</b>	<b>Department of Languages and Literature (Assistant Professor, untenured)</b>
Education:	Ph.D. Spanish and Portuguese, UC-Irvine 2009, MA Spanish and Portuguese, UC-Irvine, BA University of Colorado, Boulder 1998
Academic Experience:	Assistant Professor, Languages and Literature, U of Utah (2009-present); Lecturer, Spanish, University of Utah (2008-2009); Pre-doctoral Fellow, U of Utah (2007-2008)
Overseas Experience:	Mexico
Languages:	Spanish (native)
% of time LAS:	100%
LA Courses Taught:	Intro to Spanish American Literature; Masterpieces of Mexican Literature; Hispanic Narrative; Hispanic Poetry; Comparative Approaches to Latin America
Specialization:	Latin American Avant-Garde literature
Recent Publications:	Espinosa, A. (2014). "La masculinidad Mexicana marginada en la vanguardia Post-Revolucionaria: el caso de Arqueles Vela," <i>Mexican Studies</i> ; Espinosa, A. (2010). "De la metonimia a la metáfora en dos novelas de Alejo Carpentier". <i>Espéculo: Revista de estudios literarios</i> (45): julio-octubre; Espinosa, A. (2008). "En busca de la (u)topía de la especificidad en <i>La virgen de los sicarios</i> ." <i>Semiosis</i> 4 (2008): 77-94.
Grad. Advising 2009-14:	Completed 1 Ph.D., 11 MA; In progress 1 Ph.D.
Distinctions:	Interdisciplinary Teaching Seed Grant, U of Utah (2010-2011); Dee Council Fine Arte/Humanities Grant (2009-2010)
<b>Feener, Donald H.</b>	<b>Department of Biology (Professor, tenured)</b>
Education:	Ph.D. University of Texas, 1978; B.A. University of California, 1971
Academic Experience:	Professor, Dept. of Biology, U of Utah (2004-present); Associate Professor (1996-2004); Assistant Professor (1989-96); Visiting Scientist, Estación Biológica de Doñana (CSIC), Sevilla, Spain (2006-07); Invited Short-course Faculty, Dept. of Biology, University of Puerto Rico (1992); Invited Resource Faculty, Organization for Tropical Studies field course (1991); Assistant Research Biologist, Laboratory of Biomedical and Environmental Sciences, U of California (1987-89); Co-coordinator, Organization for Tropical Studies field course (1986-87); Instructor, Dept. of Zoology, U of Iowa (1980-84); Instructor, U of Texas at Austin (1978-80)
Overseas Experience:	Spain, Puerto Rico, Panama, Denmark, France
Languages:	Portuguese (fluent)
% of time LAS:	50%
LA Courses Taught:	Rain Forest Ecology & Conversation; Ecology & Evolution; Principles of Biology
Specialization:	Evolutionary ecology of host-parasite interactions; Brazilian tropical ecology and biodiversity
Recent Publications:	Wiescher, P.T., J. M. C. Pearce-Duvet & Donald. H. Feener Jr. (2012). "Assembling an ant community: species functional traits reflect environmental filtering." <i>Oecologia</i> ; Wilkinson, E.B. & D.H. Feener Jr. (2012). "Exploitative complexity, body size and behavioral dominance." <i>Psyche</i> ; Wiescher, P.T., J.M.C. Pearce-Duvet & D.H. Feener Jr. (2011). "Environmental context alters ecological trade-offs controlling ant coexistence in a spatially heterogeneous region." <i>Ecological Entomology</i> 36:549-559; Pearce-Duvet, J. M. C., F. R. Adler, M. Moyano & D. H. Feener Jr. (2011) "Fast food in ant communities: how competing species find resources." <i>Oecologia</i> 167:229-240; Pearce-Duvet, J. M. C., C. Elemans, D. H. Feener Jr. (2011). "Walking the line: search behavior and foraging success in ant species." <i>Behavioral Ecology</i> 22:501-509. Pearce-Duvet, J. M. C. & D. H. Feener Jr. (2010) "Resource discovery in ant communities: do food type and quantity matter?" <i>Ecological Entomology</i> 35: 549-556; Feener Jr., D. H., M. R. Orr, K. M. Wackford, J. M. Longo, L. E. Gilbert & W. W. Benson. (2008). "Geographic variation in resource dominance-discovery in Brazilian ant communities." <i>Ecology</i> 89:1824-1836.
Grad. Advising 2009-14:	Completed: 1 Ph.D. 1 MS; in Progress: 2 Ph.D.
Distinctions:	NSF Research Grant (2011-2014; 2009-2014; 2004-2008, 1996-2000); Graduate Student and Postdoctoral Scholar Distinguished Mentor Award, U of Utah (2011); Smithsonian Senior Fellowship, Smithsonian Tropical Research Institute (2004)

<b>Fimbres, María de la Cruz</b>	<b>Department of Language and Literature (Adjunct Faculty, untenured)</b>
Education:	M.A. Language Pedagogy, University of Utah, 2008; M.B.A. Instituto Tecnológico Autónomo de México, 1996; M.A. Universidad de Sonora, 1992; B.A. Universidad de Sonora, 1988
Academic Experience:	Spanish Instructor, Department of Language and Literature, University of Utah (2003-present); Spanish Instructor, Judge Memorial Catholic High School (2010-present); Member, Academic Assessment Committee, National Science and Technology Counsel; AP Spanish Reader at the College Board's 2012 and 2013 AP Reading Session. Cincinnati, OH (2012-13); Director, MBA Career Development Center, Instituto Tecnológico Autónomo de México, (1996-00); Instructor, Dept. of Psychology and Communication Science, Universidad de Sonora, (1989-93)
Overseas Experience:	Mexico
Languages:	Spanish (native)
Pedagogy Training:	Mandatory annual departmental language pedagogy training and ongoing pedagogy workshops (see Section 4.C.b)
% of time LAS:	100%
LA Courses Taught:	First-Year Spanish, Third-Year Spanish, Topics in Health and Culture in Spanish-speaking Countries
Specialization:	CLAC pedagogies, language pedagogies
Recent Publications:	Pérez-Floriano, L. and Fimbres Bórquez, M.C. (2000). "El camaleón organizacional: la percepción de los empleados frente al cambio de fachada" <i>Escuela de Negocios</i> . 2(3): 39-41; Fimbres Beorquez, M.C. (1991). "Desarrollo y niveles de desligamiento funcional: la transición entre relaciones de contingencia," in E. Robles (ed.) <i>Teoría de la conducta: Areas en Desarrollo</i> . Editorial Unison; Corral, V., Hernández, S, Fimbres, M.C., (1991). "El concepto de naturaleza y la preservación del ambiente" <i>Ecología Sonora</i> (2): 44-46.
Distinctions:	Member, Utah Foreign Language Association (UFLA) (2007-08); Member, The American Association of Teachers of Spanish and Portuguese (AATSP) (2011-present)
<b>Fladmoe-Lindquist, Karin</b>	<b>Department of Entrepreneurship and Strategy (Associate Professor, tenured)</b>
Education:	Ph.D. University of Minnesota, 1991; M.A. U of Minnesota, 1985; B.S. Michigan State University, 1977
Academic Experience:	Associate Professor, David Eccles School of Business, Department of Management, U of Utah (1997-present); Assistant Professor, David Eccles School of Business, Department of Management, Entrepreneurship and Strategy, U of Utah (1990-1997)
Overseas Experience:	Brazil
Languages:	Portuguese (fluent)
% of time LAS:	75%
LA Courses Taught:	International Management; Global Strategic Management
Specialization:	Multinational corporations, political risk and expansion
Recent Publications:	Verhaal, J.Cameron and Fladmoe-Linquist, K. "Contagion and Risk Management Strategy: Navigating Exogenous Shocks in the Global Business Environment. Under review at the <i>Global Strategy Journal</i> ; Fladmoe-Lindquist, K., & A. Phene, L. Marsh. (2006). "Breakthrough Innovations in the U.S. Biotechnology Industry: The effects of technological space and geographic origin." <i>Strategic Management Journal</i> 27(4): 369-388; Fladmoe-Lindquist, K., & Tallman, S. (2002). "Internationalization, Globalization, and Capability Strategy." <i>California Management Review</i> 45(1): 116-135; Fladmoe-Lindquist, K., & J. Robins, S. Tallman. (2002). "Alliance strategies for emerging economies: A structural approach to autonomy and dependence in US-Mexican alliances." <i>Strategic Management Journal</i> 23(100): 881-901.

<b>Flamson, Thomas</b>	<b>Department of Anthropology (Visiting Assistant Professor, untenured)</b>
Education:	Ph.D. UCLA (2010); M.A. UCLA (2002); B.A. University of Missouri (1999)
Academic Experience:	Visiting Assistant Professor, Dept. of Anthropology, University of Utah (2011-present); Research Affiliate, Dept. of Anthropology, U of California (2010-11); Adjunct Professor, Dept. of Earth Science, Santa Monica College (2008-11)
Overseas Experience:	Brazil
Languages:	Portuguese (fluent); Spanish (conversational); French (reading)
% of time LAS:	100%
LA Courses Taught:	Brazilian Culture; Myth, Magic, and Religion; Religion in Latin America
Specialization:	Brazilian culture and society, evolutionary anthropology, culture and emotions
Recent Publications:	Flamson, T. and H.C. Barrett. (2013). "Encrypted Humor and Social Networks in Rural Brazil." <i>Evolution and Human Behavior</i> , 34(4), 305-313; Flamson, T. and G.A. Bryant. (2013). "Signals of humor: Encryption and laughter in social interaction," in M. Dynel (ed.), <i>Developments in Linguistic Humour Theory</i> (pp. 49-74). Amsterdam: John Benjamins Publishing; Flamson, T., G.A. Bryant, and H.C. Barrett. (2011). "Prosody in spontaneous humor: Evidence for encryption." <i>Pragmatics and Cognition</i> , 19(2), 248-267; Flamson, T. and H.C. Barrett. (2008). "The encryption theory of humor: a knowledge-based mechanism of honest signaling." <i>Journal of Evolutionary Psychology</i> , 6(4), 261-282.
Distinctions:	"Signaling, Dyad Formation, and the Encrypted Nature of Group Cohesion." National Science Foundation Senior Research Award (2014-16); Student Paper Prize, Society for Anthropological Sciences, American Anthropological Association (2010); Linda Mealey Award for Young Investigators, International Society of Human Ethology (2010); Research Grant, UCLA Latin American Center (2006)
<b>Flores, Tanya L.</b>	<b>Department of Languages and Literature (Assistant Professor, untenured)</b>
Education:	Ph.D. Indiana University, 2014; M.A. Indiana University, 2009; M.A. University of Oregon, 2003; B.A. College of Idaho, 1999
Academic Experience:	Assistant Professor, Spanish U of Utah (2014-); Associate Instructor of Spanish, Indiana University (2007-present); Lecturer of Spanish, Boise State University (2005-2007); Spanish adjunct instructor (2004-2005); Spanish Teacher, Capital High School, Boise, Idaho (2004-2006); Study Abroad Program Director in Residence, Querétaro, Mexico (2003); Spanish Lesson Writer, Center for Applied Second Language Studies, University Oregon (2001-2003); Spanish Teacher, Bishop Kelly High School (1999-2001); Bilingual Teaching Assistant, Kimberly School District (1996-1997)
Overseas Experience:	Mexico, Chile, Spain
Languages:	Spanish (native), Catalan (fluent), Italian (reading)
% of time LAS:	100%
LA Courses Taught:	Spanish Pronunciation and Phonetics
Specialization:	Socio-phonetic phenomena and variation, first and second language phonology, Romance Languages in Contact Situations, Anthropological Linguistics
Recent Publications:	Flores, Tanya y Erik Willis. (2011). "La entonación noticiara de la República Dominicana." <i>Actas del XVI Congreso Internacional de la Asociación de Lingüística y Filología de la América</i> . Alcalá de Henares, Spain; Flores, Tanya. (2010). "Sibilants in Chinese Immigrant Spanish," <i>Indiana University Linguistics Club Working Papers</i> , Volume 10, Article 15. <i>New Perspectives on Language Contact and Contact-Induced Change</i> ; Smith, Janet M., Tanya L. Flores, and Michael S. Gradoville. (2008). "An analysis of vowels across word boundaries in Veracruz, Mexican Spanish." <i>Indiana University Linguistics Club Working Papers</i> , Volume 8, Article 7.
Distinctions:	U.S. Dept. of Education Graduate Assistant in Areas of National Need Fellowship (2013); Graduate Student Advisory Committee Travel Grant (2013); College of Arts and Sciences Travel Grant (2011); Excellence in Teaching, Dept. of Spanish and Portuguese (2009-2010).

**Free, Michael**

Education:

Academic Experience:

Overseas Experience:

Languages:

% of time LAS:

LA Courses Taught:

Specialization:

Recent Publications:

**Department of Metallurgical Engineering (Professor, tenured)**

Ph.D. University of Utah, 1994; M.S. U of Utah, 1992; B.S. U of Utah, 1990

Professor, Dept. of Metallurgical Eng., U of Utah (2008-present); Associate Professor, (2002-08); Assistant Professor (1996-02); Post-Doctoral Assoc., Dept. of Chemical Eng., U of Florida (1995-96); Post-Doctoral Assoc. Dept. of Metallurgical Science &amp; Eng. (1994-95); Research Assistant, Dept. Metallurgical Eng., U of Utah (1992-94); Research Assistant, Dept. of Chemical Eng. (1990-92)

Peru, Chile

Portuguese (fluent)

25%

Global Influence of Metals; Metals and Civilization

Hydrometallurgy and mineral extraction in South America

Michael L. Free, (Submitted 2014) "Hydrometallurgy Teaching Tools to Help Prepare Students for Employment," *Hydrometallurgy*; Aphichart Rodchanarowan, Prashant K Sarswat, Ravindra Bhide, and Michael L. Free, (2014). "Production of high quality copper from minerals through controlled and sustainable electrochemistry," *Electrotechimica Acta*; Michael L. Free. (2013). "Hydrometallurgy Fundamentals and Applications," John Wiley and Sons, Inc., pp. 1-444; Prashant Sarswat, Gagan Kumar and Michael L. Free. (2013). "An investigation of nanocrystalline and electrochemically grown Cu<sub>2</sub>ZnSnS<sub>4</sub> thin film using redox couples of different band offset," *Journal of Spectroscopy*, 2013; Michael L. Free. (2012). "Improved Modeling of Metal Extraction and Electrowinning," *1<sup>st</sup> International Metallurgical Meeting, Conference Proceedings, Metal Extraction*, Volume 2, pp. 1-13; M. L. Free and S. Wang. (2012). "Brief Overview of Innovations in Hydrometallurgical and Electrometallurgical Processing Associated with 2012 Symposia," *JOM*, 64(11), 1277-1278.

Grad. Advising 2009-14:

Distinctions:

In progress and completed: 33 Ph.D.; 39 M.S.

Keynote Speaker, International Society Symposium (2013); Top 20 paper download Physical Status Solidi B (2011); Keynote Speaker, Fray International Symposium (2011)

**García-Martín, Elena**

Education:

Academic Experience:

Overseas Experience:

Languages:

% of time LAS:

LA Courses Taught:

Specialization:

Recent Publications:

**Department of Languages and Literature (Associate Professor, tenured)**

Ph.D. University of Texas, Austin, 2004; M.A. University of South Florida, Tampa, 1998; B.A. University of Seville, Spain, 1994

Associate Professor, Department of Languages and Literature, University of Utah (2013-present); Assistant Professor (2006-13); Assistant Professor, Department of Humanities, University of Puerto Rico (2004-06)

Spain, Puerto Rico

Spanish (native)

100%

Contemporary Ibero-American Theatre; Culture, Control and Representation in Early Modern Spanish Literature; Hispanic Film and Culture; Introduction to Spanish Literature; Hispanic Drama; Hispanic Film and Culture

Early Spanish literature; Hispanic drama

García-Martín, E., (2012) "Gendered Representations of the Militant Church: Ana Caro's and Lisia Roldán's Rhetoric of War and Religion." *Early Modern Women: An Interdisciplinary Journal*, Center for the Humanities, University of Miami, Coral Gables, FL 33124.7.1, (69-100); García-Martín, E., (2011) "Interculturalism and the Comedia: K+S+E+C Act's adaptation of Cervante's *Numancia*" *Comedia Performance*; García-Martín, E., (2009) "Revisiones al tema numantino en Cervantes y Rojas Zorrilla: ritualización y desmitificación del mito patrio," *Bulletin of the Comediantes*, 61.2 (83-102); García-Martín, E., (2009) "Ritual and History-telling in Rojas Zorrilla's *Los tres blasones de España*," *Romance Quarterly*, 56.2 (91-101).

Grad. Advising 2009-14:

Distinctions:

Completed: 2 PhD, 3 MA

Faculty Research Grant, University of Puerto Rico at Mayagüez (2005-06); Continuing Education Fellowship, University of Texas at Austin (2003-04)

<b>Gaytán, Marie Sarita</b>	<b>Department of Sociology (Assistant Professor, untenured)</b>
Education:	Ph.D. University of California, Santa Cruz, 2008; M.A. UC, Santa Cruz, 2005; B.A. University of California, Irvine, 1997
Academic Experience:	Assistant Professor, U of Utah (2011-present); Faculty Fellow, New York University (2010-2011); Visiting Assistant Professor, Bowdoin College (2009-2010); Postdoctoral Teaching Fellow, Lewis and Clark College (2008-2009)
Overseas Experience:	Mexico
Languages	Spanish (fluent)
% of time LAS:	100%
LA Courses Taught:	Gender and Power in Latin America; Latina and Latino Sociology; Introduction to Ethnic Studies
Specialization:	Latino studies; race, ethnicity and nationalism in Latin America
Recent Publications:	Gaytán, Marie, S. (2014) <i>¡Tequila! Distilling the Spirit of Mexico</i> . Stanford University Press; Gaytán, Marie, S. (2014) "Drinking Difference: Race, Consumption, and Alcohol Prohibition in Mexico and the United States." <i>Ethnicities</i> , v.14, n.3; Gaytán, Marie, S. and Ana Valenzuela-Zapata. (2012). "Más allá del mito: mujeres, tequila, y nación." (Beyond the Myth: Women, Tequila, and the Nation). <i>Mexican Studies/Estudios Mexicanos</i> , v.28, n.1: 183-208; Gaytán, Marie, S. (2011). "Tequila Talk: Consumption, Gender, and the Transnational Terrain of Cultural Identity." <i>Latino Studies</i> , v.9, n.1: 62-86.
Distinctions:	University of California Institute for Mexico and the United States (UCMEXUS), Post-Doctoral Fellowship; Best Paper in the Social Sciences Award, Mexico Section, Latin American Studies Association; Junior Faculty Research Leave Award, U of Utah; Faculty Research Grant
<b>George, Erika</b>	<b>College of Law (Professor, tenured)</b>
Education:	Harvard Law School, 1996; M.A. U of Chicago, 1993; B.A. U of Chicago, 1992
Academic Experience:	Professor of Law, U of Utah (2008-present) Associate Professor (2003-08); Co-Director Center for Global Justice (2012-present)
Overseas Experience:	Colombia, Chile, Argentina
Languages:	Spanish (conversational)
% of time LAS:	25%
LA Courses Taught:	International Practice Clinic; Corporate Citizenship
Specialization:	Environmental law in Latin America; Human rights in Latin America
Recent Publications:	George, E., (2014) "In Good Company: How Corporate Social Responsibility Can Protect Rights and Aid Efforts to End Child Sex Trafficking and Modern Slavery," <i>New York University Journal of International Law and Policy</i> ; George, E. (2014) "Global Health and Human Rights," <i>European Journal of International Law</i> ; George, E. (2014) "Influencing the Impact of Business on Human Rights: Corporate Social Responsibility Through Transparency and Reporting," <i>Corporate Accountability for Human Rights Impacts: New Expectations and Paradigms</i> (American Bar Association, Lara Blecher, Nancy Kaymar-Stafford & Gretchen Bellamy); George, E. (2011) "Tweeting to Topple Tyranny, Social Media and Corporate Social Responsibility: A Reply to Anupam Chander," <i>California Law Review (Circuit)</i> 23; George, E. (2011) "The Human Right to Health and HIV/AIDS: South Africa and South-South Cooperation to Reframe Global Intellectual Property Principles and Promote Access to Essential Medicines," <i>Indiana Journal Global Legal Studies</i> 167.
Distinctions:	University of Utah Early Career Award (2008); Next Generation Project Fellow (2007); University of Utah Teaching Grant (2006); Institute of Public and International Affairs Grant (2005); U of Utah Interdisciplinary Committee for Applied Ethics and Human Values Grant (2004)

<b>Goldsmith, Stephen</b>	<b>Department of City &amp; Metropolitan Planning (Associate Professor Lecturer, untenured)</b>
Education:	Loeb Fellowship in Advanced Environmental Studies, Harvard University (1999-2000); B.A. Webster College, 1976
Academic Experience:	Associate Professor Lecturer, Dept. of City & Metropolitan Planning, University of Utah (2006-present); Director, Center for the Living City (2006-present); Director, Frederick P. Rose Architectural Fellowship (2002-06); Planning Director, Salt Lake City Planning Division (2000-2002); Adjunct Faculty, College of Fine Arts, University of Utah (1991-94)
Overseas Experience:	Brazil, Germany, Israel, Austria
% of time LAS:	25%
LAS Courses Taught:	Green Communities Seminar, Curitiba Brazil
Specialization:	Sustainable development, social equity and mobility, housing development, and waste management in Brazil
Recent Publications:	"Urban Ecology as the New Planning Paradigm." Ashgate Publishing: Surrey, England (2012), in press; "Up and Down the Creek." <i>Bytes Magazine</i> (May 3, 2012); Goldsmith, S. and Lynn Elizabeth (eds.). "What We See: Advancing the Observations of Jane Jacobs." New Village Press (2010).
<b>González-González, María del Mar</b>	<b>Department of Art &amp; Art History (Post Doctoral Fellow, untenured)</b>
Education:	Ph.D. University of Illinois at Urbana-Champaign; M.A. Indiana University; B.A. University of Puerto Rico at Mayagüez
Academic Experience:	Post Doctoral Fellow, Art & Art History, College of Fine Arts, U of Utah (2012-present)
Overseas Experience:	Puerto Rico
Languages:	Spanish (fluent), Portuguese (conversational)
% of time LAS:	30%
LA Courses Taught:	Latin American Avant-Gardes
Specialization:	Latina/o Critical Theory; Caribbean Art, art at biennals
Recent Publications:	González-González, M., (2014) Review of Arlene Dávula, "Culture Works: Space, Value, and Mobility Across the Neoliberal Americas," <i>American Anthropologist</i> ; González-González, M., (2014) "Shaping the Cultural Landscape: Allora & Calzadilla's Latin/o Americanism at Venice," <i>The Journal of Curatorial Studies</i> .
Distinctions:	Member of the board, <i>Artes de México en Utah</i>

<b>Grace, Kathryn</b>	<b>Department of Geography (Assistant Professor, untenured)</b>
Education:	Ph. D. University of California, Santa Barbara, 2008; M.A. U of California, Santa Barbara, 2004; M.S.P.H. Tulane University, 2004; B.A. U of California, Berkeley, 2002
Academic Experience:	Assistant Professor, University of Utah (2012-present); Research Scientist, University of California, Santa Barbara (2012-present); Postdoctoral Researcher, Climate Hazards Group, U of California, Santa Barbara (2009-2012); Postdoctoral Fellow, Max Planck Institute for Demographic Research (2008-2009)
% of time LAS:	50%
LA Courses Taught:	Global Economic Geography, Population Geography
Specialization:	Demographics, applied geography in Central America
Recent Publications:	Grace, K. and S. Sweeney. (2014) "Pathways to marriage and cohabitation in Central America," <i>Demographic Research</i> , 30(6): 187-226; Grace, K., F. Davenport, C. Funk, A Lerner (2013) "Child malnutrition and climate conditions in Kenya," <i>Applied Geography</i> , 11(2): 164-177; Sweeney, S., Davenport and K. Grace (2013) "Combining insights from quantile and ordinal regression: Child malnutrition in Guatemala," <i>Economics and Human Biology</i> , 11(2): 164-177; Grace, K. and S. Sweeney (2013) "Understanding stalling demographic transition in high-fertility countries: A case study of Guatemala," <i>Journal of Population Research</i> , 30:19-37.
Grad. Advising 2009-14:	Completed: 1 MA; In Progress: 1 PhD, 1 MA
Distinctions:	Demographic and Health Survey (DHS) Population and Reproductive Health Fellowship (2007); University of California Graduate Opportunity Fellowship (2004-05) & (2007-08); U of California Department of Geography Block Grant Funding (2006); Tulane University School of Public Health Dean's Grant (2004); Tulane University Public Health Traineeship award (2003); U of California Faculty Wives Scholarship (2001); U of California Education Abroad Program Scholarship (1999)
<b>Gringeri, Christina</b>	<b>College of Social Work (Associate Professor, tenured)</b>
Education:	Ph.D. University of Wisconsin-Madison, 1990; M.S.W. University of Wisconsin-Madison, 1986; B.A. Clark University, 1978
Academic Experience:	Co-Director, Social Work Study Abroad Program in Cuernavaca, Mexico/Costa Rica (2006-present); Director of Gender Studies, University of Utah (1996-00); Associate Professor, College of Social Work, University of Utah (1996-present); Assistant Professor, College of Social Work, University of Utah (1990-96)
Overseas Experience:	Mexico, Costa Rica
Languages:	Spanish (conversational)
% of time LAS:	25%
LAS Courses Taught:	Social Work Study Abroad in Mexico
Specialization:	Feminist Social Movements, social policy, health policy, low-income populations
Recent Publications:	Gringeri, Christina (1994). <i>Getting By: Women Homeworkers and Rural Economic Development</i> . Lawrence, KS: University Press of Kansas; Gringeri, C., A. Barusch, & C. Cambron. (accepted). "Examining foundations of qualitative research: a review of social work dissertations," 2008-2010. <i>Journal of Social Work Education</i> ; Anderson-Nathe, B., C. Gringeri, & S. Wahab. (in press) "Nurturing 'Critical Hope' in Teaching Feminist Social Work Research," <i>Journal of Social Work Education</i> ; Gringeri, C., A. Barusch, & C. Cambron. (in press) "Epistemology in Qualitative Social Work Research: A review of published articles, 2008-2010." <i>Social Work Research</i> ; Barusch, Amanda, Christina Gringeri, and Molly George. (2011). "Rigor in Qualitative Social Work Research: A Review of Strategies Used in Published Articles." <i>Social Work Research</i> ; Gringeri, Christina, Stephanie Wahab, and Ben Anderson-Nathe. (2010).
Grad. Advising 2009-14:	Completed: 18 MSW
Distinctions:	Faculty Fellow, University of Utah (2013, 2002 and 1996); Teaching Excellence Award, Graduate School of Social Work (1996); Silberman Award (1996); Rural Policy Fellow, Woodrow Wilson National Fellowship Foundation (1988-1990)

<b>Guevara, Gema R.</b>	<b>Department of Languages and Literature (Associate Professor, tenured)</b>
Education:	Ph.D. University of California, San Diego
Academic Experience:	Associate Professor, Dept. of Languages and Literature, University of Utah (2007-present); Assistant Professor (2000-07); Postdoctoral Fellow, Department of Social Sciences, University of California-Irvine
Overseas Experience:	Colombia, Puerto Rico, Canada
Languages	Spanish (fluent)
% of time LAS:	100%
LAS Courses Taught:	Introduction to Spanish-American Literature; U.S. Latino/a Literature; Caribbean Literature and Material Culture; Nation & Identity in Latin American Literature; 19 <sup>th</sup> Century Literary and Gender Studies
Specialization:	19 <sup>th</sup> Century Colonial Latin American and Caribbean Studies, U.S. Latino/Latina Studies, Afro-Caribbean Music
Recent Publications:	"Of Fabric and Fabrication: Lila Downs' Refashioning of Transnational Music," <i>Latino Studies Journal</i> (accepted January, 2014); "Narratives of Racial Authority in Cuban Popular Music," <i>Journal of Popular Music Studies</i> 17:3 (2005): 255-274; "Geographies of Travel and the Rhetoric of the Countryside: Mid-Nineteenth Century North American and Cuban Travel Writing," <i>Bulletin of Spanish Studies</i> , 85:1 (2008): 11-27; "Inexacting Whiteness: <i>Blanqueamiento</i> as a Gender-Specific Trope in the Nineteenth-Century," <i>Cuban Studies</i> 36 (2005): 105-128.
Grad. Advising 2009-14:	Completed: 3 PhD, 2 MA; In Progress: 3 PhD, 1 MA
Distinctions:	International Travel Grant (2014); Ober C. & Grace A. Tanner Fellowship (2013 and 2004); Dee Grant, "Border Crossing Series," (2009); College of Humanities Mini Grant (2005); University of Utah Research Grant (2003); University of Florida, Latin America Studies NEH Travel Grant (2001)
<b>Haber, Matthew</b>	<b>Department of Philosophy (Associate Professor, tenured)</b>
Education:	Ph.D. University of California-Davis, 2005; M.Sc. London School of Economics, 1999; B.A. Grinnell College, 1995
Academic Experience:	Associate Professor, University of Utah (2013-present); Assistant Professor, University of Utah (2006-2013); Division of Social Sciences Presidential Faculty Fellow, University of California-Davis (2005-2006)
Overseas Experience:	Mexico, Brazil
% of time LAS:	25%
Specialization:	Philosophy of Biology
Recent Publications:	Haber, M. (forthcoming). "When Individuality Does Not Entail Mereology: The Metaphysical Implications of the Individuality Thesis." In <i>Individuals Across the Sciences</i> , Thomas Pradeu and Alexandre Guay, eds. Oxford University Press; Haber, M. (2012). "How to Misidentify a Type Specimen," <i>Biology &amp; Philosophy</i> , 27(6):767-784; Haber, M. Andrew Hamilton, Jay Odenbaugh and Samir Okasha. (2010); "Philosophy of Biology" in <i>Philosophy of the Special Sciences</i> . F. Allhoff, ed. Blackwell Press, 184-212; Haber, M. and Bryan Benham. (2012). "Reframing the Ethical Issues in Part-Human Animal Research: The Unbearable Ontology of Inexorable Moral Confusion," <i>American Journal of Bioethics</i> 12(9): 17-25 Haber, M. & Jay Odenbaugh. (2009) "The Edges and Boundaries of Biological Objects." <i>Biological Theory</i> 4(3): 219-224.
Grad. Advising 2009-14:	Completed: 4 MA; In progress: 4 MA
Distinctions:	2013 Ramona W. Cannon Award for Teaching Excellence in the Humanities; 2013 Early Career Teaching Award

<b>Handlin, Samuel</b>	<b>Department of Political Science (Assistant Professor, untenured)</b>
Education:	Ph.D. University of California, Berkeley, 2011; M.A. University of California, Berkeley, 2011; B.A. Swarthmore College, 2000
Academic Experience:	Assistant Professor, Dept. of Political Science, University of Utah (2012-present); Visiting Fellow, Kellogg Institute for International Studies, University of Notre Dame (2011-2012)
Overseas Experience:	Brazil, Venezuela
Languages	Spanish (fluent); Portuguese (reading)
% of time LAS:	75%
LAS Courses Taught:	Political Change; New Democracies; Comparative Politics of Latin America
Specialization:	Governance and politics in Latin America
Recent Publications:	Collier, R.B. and Samuel Handlin. (2009). <i>Reorganizing Popular Politics: Participation and the New Interest Regime In Latin America</i> . The Pennsylvania State University Press; Handlin, S. (2013) "Social Protection and the Politicization of Class Cleavages During Latin America's Left Turn," <i>Comparative Political Studies</i> , 46(12): 1582-1609; Handlin, S. (2013). "Survey Research and Social Class in Venezuela: Evaluating Alternative Measures and their Impact on Assessments of Class Voting," <i>Latin American Politics and Society</i> 55(1): 141-167; Collier, R.B. and Samuel Handlin. (2011). "Left Party Linkages" in Steven Levitsky and Kenneth Roberts' <i>The Resurgence of the Latin American Left</i> , Johns Hopkins University Press.
Grad. Advising 2009-14:	In progress: 2 Ph.D., 1 MA
Distinctions:	Innovative Teaching Award, U of Utah (2013-14); Visiting Fellowship, Kellogg Institute, University of Notre Dame (2011-12); Departmental Dissertation Fellowship, UC-Berkeley (2009-10); Latin American Public Opinion Project Small Grant, Vanderbilt University (2008); Simpson Fellowship, Institute of International Studies, UC-Berkeley (2007-08)
<b>Holzner, Claudio</b>	<b>Department of Political Science (Associate Professor, tenured)</b>
Education:	Ph.D. University of Michigan, 2002; M.A. University of Michigan, 1997; B.A. Carleton College, 1990
Academic Experience:	Associate Director, Center for Latin American Studies, U of Utah (2011-present); Associate Professor, University of Utah (2010-present); Assistant Professor, U of Utah (2003-2010); Instructor, Department of Political Science, U of Utah (2002-2003)
Overseas Experience:	Mexico, Costa Rica
Languages:	Spanish (native); Italian (native); German (conversational)
% of time LAS:	100%
LA Courses Taught:	Politics of Mexico; Democracy in Latin America; CLAC (Spanish) section of Democracy in Latin America; Politics of Immigration; Politics of Protest; Proseminar in Comparative Politics; Proseminar Political Development and Change
Specialization:	Democratization and political participation; Mexican politics, Latin American politics
Recent Publications:	Goldsmith, M. & Holzner, C. (2014). "Foreign-Born Voting Behavior in Local Elections: Evidence from New Immigrant Destinations," <i>American Politics Research</i> (April): 1-32; Holzner, C. (2010). <i>Poverty of Democracy: The Institutional Roots of Political Participation in Mexico</i> . Pittsburgh: University of Pittsburgh Press; Holzner, C. (2011). "Mexico: Weak State, Weak Democracy," in <i>The Quality of Democracy in Latin America</i> , Daniel H. Levine and Jose E. Molina, eds. Boulder: Lynne Rienner Publishers; Holzner, C. (2009). "Authoritarian Legacies and Democratic Consolidation in Mexico," <i>Latin American Politics and Society</i> (Fall) 51(3): 143-59.
Grad. Advising 2009-14:	Completed: 5 PhD, 3 MA; In progress: 4 PhD, 3 MA.
Distinctions:	Writing Residency at the Rockefeller Foundation Bellagio Center (2012); University Teaching Assistantship (UTA) Award (for creative use and mentoring of Graduate Student Instructors), 2011-2012; Faculty Fellow Award, U of Utah (2009-2010); Tanner Humanities Center Virgil C. Aldrich Research Fellowship, U of Utah (2005-2006); Finalist Superior Teaching Award, College of Social and Behavioral Science (2005-2008); Visiting Research Fellowship, the Center for U.S.-Mexican Studies, U of California, San Diego (2002-2003)

<b>Hunter, Rosemarie</b>	<b>College of Social Work (Assistant Professor, untenured)</b>
Education:	Ph.D. University of Utah, 2004; MSW Brigham Young University, 1986; B.A. Alvernia College
Academic Experience:	Special Assistant to the President for Campus Community Partnerships, U of Utah (2006-present); Assistant Professor, College of Social Work, University of Utah (2006-present); Director of BSW Field Education and International Social Work (2001-2006); Faculty Director, UNP/Hartland Partnership Center (2004-06); Assistant Professor (Auxiliary), Director of MSW Field Education (1995-2001); Assistant Professor (Adjunct), Dept. of Social Work, Brigham Young University (1992-95)
Overseas Experience:	Mexico, Botswana, Ghana, Thai, Burma
Languages:	Spanish (conversational)
% of time LAS:	25%
LA Courses Taught:	Health Care and Social Services in Mexico (study abroad teaching); Intensive Spanish and Cultural Studies for Social Workers and Allied Professions (study abroad teaching); International Social Work
Specialization:	University-community partnerships; issues of immigration, resettlement, and integration; grass-roots leadership models from diverse cultural perspectives
Recent Publications:	Hunter, R., Liese, H., Burns, K., & Mai, T. (2012). "Art and Social Justice: An interdisciplinary framework for community-based teaching and research." <i>AUEM: International Journal of Higher Education and Democracy</i> ; Hunter, R., Mai, T., Hollister, L., Jankey, O. (2011). "A University-Community Partnership Model for Capacity-Building and Collective Learning with Individuals of Immigrant and Refugee Experience: The Example of the Hartland Partnership Center." <i>Journal of Global Social Work Practice</i> . (4)1; Dyer, J., Hunter, R., & Murphy, P. (2010). "Relationship of social network size to infant birth weight in Hispanic and non-Hispanic women." <i>Journal of Minority and Immigrant Health</i> (13) 3, 487-493
Distinctions:	Public Service Professorship Award, Lowell Bennion Community Service Center, U of Utah (2010-11); Mary Shields McPhee Award for Excellence in Community Service, College of Social Work (2003)
<b>Johnson, William</b>	<b>Department of Geology and Geophysics (Professor, tenured)</b>
Education:	Ph.D. University of Colorado, 1993; M.S. Dartmouth College, 1986; B.A. Whitman College, 1983
Academic Experience:	Professor, Dept. of Geology and Geophysics, University of Utah (2007-present); Associate Professor (2011-07); Assistant Professor (1995-01); Research Associate, University of Arizona at Tucson (1994-95); Research Assistant, University of Colorado at Boulder (1999-93); Hydrologist, United States Geological Survey (1987-90)
Overseas Experience:	Ecuador, Uganda
Languages:	Spanish (conversational)
% of time LAS:	25%
LAS Courses Taught:	Environmental Conflict: Mining and Water Quality in Ecuador, Study Abroad; Sustainability Practicum; Architecture of the Earth
Specialization:	Geological engineering and hydrology; hydrology and water quality in Ecuador
Recent Publications:	Carling G.T., Diaz X., Ponce M., Perez L., Nasimba L., Pazmino E., Rudd A., Fernandez D. P., Merugu S., Gale B. K., and Johnson W.P., (2013), "Trace element concentrations and loads in three southern Ecuador rivers impacted by artisanal gold mining," <i>Water, Air, and Soil Pollution</i> , Volume 224 (2). Ma H., Hradisky M., & Johnson W.P. (2013). "Extending Applicability of Correlation Equations to Predict Colloidal Retention in Porous Media at Low Fluid Velocity," <i>Environ. Sci. Technol.</i> , 47, 2272–2278; Isunju J.B., Schwartz K., Schouten M.A., Johnson W.P., van Dijk M.P. (2011). "Socio-economic aspects of improved sanitation in slums: a review," <i>Public Health</i> , 125(6), 368-76.
Grad. Advising 2009-14:	Completed: 1 PhD, 6 MS; In Progress: 1 PhD, 3 MS
Distinctions:	Outstanding Faculty Research Award, Dept. of Geology & Geophysics (2011 and 2000); Leeds Prize in Geology (1983); Dartmouth Fellowship (1984-86)

<b>Johnston, Susan S.</b>	<b>Department of Special Education (Professor, tenured)</b>
Education:	Ph.D. University of Minnesota, 1995; M.A. University of Minnesota, 1992; B.A. University of Kansas, 1988
Academic Experience:	Professor, Department of Special Education, University of Utah (2010-present); Director of International Initiatives, College of Education, University of Utah (2010-present); Associate Dean for Academic and Student Affairs (2004-09); Associate Professor, Department of Special Education, University of Utah (2004-present); Assistant Professor, University of Utah (1997-04); Assistant Professor, Department of Special Education, Eastern Michigan University (1995-97)
Overseas Experience:	Peru, Morocco
Languages:	None
% of time LAS:	Spanish (conversational)
LAS Courses Taught:	Going Global in the College of Education – Peru and Morocco; Functional Communication and Language Development; Communicational and Social Development and Intervention in Early Childhood
Specialization:	International education or training, augmentative and alternative communication, early language intervention, and early childhood education.
Recent Publications:	Johnston, S., Reichle, J., Feeley, K., & Jones, E. (2012). <i>Augmentative and Alternative Communication Strategies for Individuals with Severe Disabilities</i> . Baltimore: Paul H. Brookes; Thompson, R. & Johnston, S. (2013). "Use of Social Stories to improve self-regulation in children with autism disorder." <i>Physical and Occupational Therapy in Pediatrics</i> . 33(3), 271-284; Cosbey J., Johnston, S.S., & Dunn, L. & Bauman, M. (2012). "Playground behaviors of children with and without sensory processing disorders." <i>OTJR: Occupation, Participation and Health</i> . 32(2), 39-47; Cosbey, J., Johnston, S., & Dunn, L. (2010). "Sensory processing disorders and social participation." <i>American Journal of Occupational Therapy</i> , 64(3), 462-473
Grad. Advising 2009-14:	Completed: 4 PhD, 20 MA, 1 MS; In Progress: 3 PhD
Distinctions:	College of Education Faculty Teaching Award, University of Utah (2013); Study Abroad Development Grant, University of Utah (2009,12); College of Education Faculty Teaching Award, University of Utah (2001)
<b>Jones, Douglas M.</b>	<b>Department of Anthropology (Associate Professor, tenured)</b>
Education:	Ph.D. University of Michigan, 1994; M.A. University of Michigan, 1989; B.A. Princeton, 1985
Academic Experience:	Associate Professor, University of Utah (2005-present); Assistant Professor, University of Utah (2000-2005); Visiting Assistant Professor, University of Utah (1997-1998, 2000); Visiting Assistant Professor, UCLA (1997-1998); Visiting Assistant Professor, University of Missouri (1996)
Overseas Experience:	Brazil
Languages:	Portuguese (fluent), German (conversational), Italian (conversational)
% of time LAS:	100%
LAS Courses Taught:	Brazilian Culture; The Black Atlantic: Anthropology of the African Diaspora; Culture and Human Experience
Specialization:	Biological anthropology, race and race relations, evolutionary psychology
Recent Publications:	<i>Kinship, Language, and Prehistory: Per Hage and the Renaissance in Kinship Studies</i> , Salt Lake City: University of Utah Press (coeditor Bojka Milicic) (2010); <i>Physical Attractiveness and the Theory of Sexual Selection: Results from Five Populations</i> Ann Arbor, MI: Museum of Anthropology Press, University of Michigan (1996); "The matrilineal tribe: An organization of demic expansion." <i>Human Nature</i> 22 (2): 177-200 (2011); "Human kinship, from conceptual structure to grammar." <i>Behavioral and Brain Sciences</i> 33(5): 367-416 (2010); "Looks and living kinds: Varieties of racial cognition in Bahia, Brazil." <i>Journal of Cognition and Culture</i> 9(4): 247-259 (2009).
Distinctions:	Latin American Studies Faculty Research Grant (2013); Faculty Research and Creative Grant (2004); New Investigator Award, Human Behavior and Evolution Society (1994)

**Knapp, Leslie**

Education:

Academic Experience:

Overseas Experience:

Languages:

% of time LAS:

LAS Courses Taught:

Specialization:

Recent Publications:

**Department of Anthropology (Professor, tenured)**

Ph.D. University of California, Los Angeles, 1994; M.A. University of California, Los Angeles, (1988); B.A. University of California, Los Angeles (1984)

Professor of Anthropology and Chair, Dept. of Anthropology, University of Utah (2013-present); Head of Division, Biological Anthropology, Dept. of Biological Anthropology, University of Cambridge (2010-13); Visiting Professor, Universidad de Veracruz, Center for Tropical Research, Xalapa, Mexico (2012); University Senior Lecturer, University of Cambridge (2005-10); Official Fellow and College Lecture in Natural Sciences (1999-present); Assistant Researcher, Wisconsin Regional Primate Research Center, University of Wisconsin, Madison (1996-97)

Brazil, Mexico, Costa Rica, UK, Italy, Netherlands, Germany, Scotland, Switzerland  
Spanish (conversational)

50%

Sex and Gender

Genetic diversity among primate populations in Mexico

Dunn, J.C., A. Shedden-Gonzalez, J. Cristobal-Azkarate, L. Cortes-Ortiz, E. Rodriguez-Luna and L.A. Knapp (in press). "Limited genetic diversity in the critically endangered howler monkey (*Alouatta palliata* Mexicana) in the Selva Zoque, Mexico." *Primates*; Setchell, J.M., K.M. Abbott, J.P. Gonzalez and L.A. Knapp (2013). "Testing for post-copulatory selection in a semi-free-ranging primate population." *American Journal of Primatology*, 75(10): 1021-1031; Briceno, C, L.A. Knapp, A. Silva, J Paredes, I Avendano, Aliro Vargas, J Sotomayor and A.R. Vila (2013) "Detecting endangered huemul deer population increase following removal of cattle and poaching in periglacial habitats of coastal Patagonia, Chile. *Oryx*, 47(02): 273-279; Huchard E., A. Alvergne, D. Féjan, F., L.A Knapp G. Cowlshaw and M. Raymond (2010) "More than friends? Behavioural and genetic aspects of heterosexual associations in wild chacma baboons." *Behavioral Ecology and Sociobiology*, 64(5): 769-781.Grad. Advising 2009-14:  
Distinctions:

Completed: 1 PhD, 12 MA; In Progress: 2 PhD, 5 MA

Andrew W. Mellon Foundation, Postdoctoral Research Fellowship (1996)

**Kramer, Karen L.**

Education:

Academic Experience:

Overseas Experience:

Languages:

% of time LAS:

LAS Courses Taught:

Specialization:

Recent Publications:

**Department of Anthropology (Associate Professor, tenured)**

Ph.D. University of New Mexico, 1998; B.A. University of Oregon, 1978.

Associate Professor, University of Utah (2012-present); Associate Professor, Harvard University (2007-2012); Associate Professor, Stony Brook University (2006-2007); Assistant Professor, Stony Brook University (2000-2006); Postdoctoral Fellow, UC Berkeley (1999-2000); Research Fellow, Smithsonian Institution (1996).

Mexico, Venezuela

Spanish (fluent)

50%

Anthropological Demography, cross-cultural reproductive behavior

Behavioral ecology, demography, comparative life history and reproductive ecology

Coddington, B and Kramer, KL. *Why Forage? Hunters and Gatherers Living in the 21<sup>st</sup> Century*. School of Advanced Research, Santa Fe (2015); Kramer, KL. *Maya Children: Helpers at the Farm*. Harvard University Press, Cambridge (2005); Kramer, KL and RD Greaves. (2011). "Juvenile subsistence effort, activity levels and growth patterns: Middle childhood among Pumé foragers." *Human Nature* 22(3):303-326; Kramer, KL. (2010). "Cooperative breeding and its significance to the demographic success of humans." *Annual Review of Anthropology* 39: 414-436; Kramer, KL and J Lancaster. (2010). "Teen motherhood in cross-cultural perspective." *Annals of Human Biology* 37(5): 613-628; Karen KL and RD Greaves. (2010). "Cambios en los patrones de mortalidad infantil y fertilidad entre cazadores-recolectores y horticultores Pumé." *Antropológica* 113:5-41; Kramer, KL, RD Greaves and PT Ellison (2009). "Early reproductive maturity among Pumé foragers." *American Journal of Human Biology* 21(4): 430-437.

Distinctions:

Hrady Fellow, Radcliffe Institute for Advanced Study (2010-2011); NSF Grants (2012-2013, 2010-2014, 2007-2008 &amp; 2004-2007)

<b>Kursar, Thomas</b>	<b>Department of Biology (Professor, tenured)</b>
Education:	Ph.D. University of Chicago, 1982; M.A. University of Chicago, 1976; B.A. Rutgers College, 1971
Academic Experience:	Professor, Department of Biology, U of Utah (2008-present); Associate Professor (1998-2008); Research Associate, Smithsonian Tropical Research Institute, Republic of Panama (1995-present); Visiting Scientist, Scripps Institution of Oceanography, La Jolla, CA. (1994-1995); Research Asst. Professor, Department of Biology, U of Utah (1983-1997)
Overseas Experience:	Republic of Panama, Brazil, Peru, Ecuador
Languages:	Spanish (conversational)
% of time LAS:	100%
Specialization:	Tropical rainforest ecology and biology
Recent Publications:	Coley, P.D. and T.A. Kursar. (2014). "Is the high diversity in tropical forests driven by the interactions between plants and their pests?" <i>Science</i> 343: 35-36; Higgins, K.L., A.E. Arnold, P. Coley, T. Kursar. (2014). "Communities of fungal endophytes in tropical forest grasses: highly diverse host-and habitat generalists characterized by strong spatial structure." <i>Fungal Ecology</i> 8:1-11; Bixenmann, R.J., P.D. Coley and T.A. Kursar. (2013). "Developmental Changes in Direct and Indirect Defenses in the Young Leaves of the Neotropical Tree Genus <i>Inga</i> (Fabaceae)." <i>Biotropica</i> 45:175-184; Bixenmann, R.J., P.D. Coley and T.A. Kursar. (2011). "Is extrafloral nectar production induced by herbivores or ants in a tropical facultative ant-plant mutualism?" <i>Oecologia</i> 165:417-425. Kursar, T. A. (2011) "What are the implications of the Nagoya Protocol for research on biodiversity?" <i>BioScience</i> 4: 256-257; Brenes-Arguedas, T., A. B. Roddy, P. D. Coley, and T. A. Kursar. (2011) "Do differences in understory light contribute to species distributions along a tropical rainfall gradient?" <i>Oecologia</i> 166: 443-456; Kursar, T.A., K.G. Dexter, J. Lokvam, R.T. Pennington, J.E. Richard, M.G. Weber, E. Murakami, C. Drake, McGregor and P.D. Coley. (2009). "The evolution of anti-herbivore defenses and their contribution to species coexistence in the tropical tree genus <i>Inga</i> ." <i>PNAS (Proceedings of the National Academy of Sciences)</i> 106: 18073-18078. Kursar, T. A. and W. Grauel. Brenes-Arguedas, T., P.D. Coley and T.A. Kursar. 2009. "Pests vs. drought as determinants of plant distribution along a tropical rainfall gradient." <i>Ecology</i> 90:1751-1761.
Grad. Advising 2009-14:	Completed: 2 PhD; In progress: 4 PhD
Distinctions:	2013 Myriad Award for Research Excellence in the University of Utah College of Science; 2011 NSF Research Grant (2011-2015); NIH/NSF/USDA Research Grant: "Training, conservation and drug discovery using Panamanian microorganisms".
<b>Ledesma, Maria</b>	<b>Department of Educational Leadership &amp; Policy (Assistant Professor, untenured)</b>
Education:	Ph.D. UCLA, Ed.M. Harvard University, B.A. University of California-Berkeley
Academic Experience:	Assistant Professor, Dept. of Educational Leadership & Policy, University of Utah
Languages:	Spanish (fluent)
% of time LAS:	75%
LAS Courses Taught:	Multiculturalism/Diversity in Higher Education; Affirmative Action
Specialization:	Diversity, equity and race in education
Recent Publications:	Ledesma, M.C. & Burciaga, R. (forthcoming). "Faculty governance at Hispanic Serving Institutions through the lens of critical race theory." In F. Bonner, T.E. Dance, R.T. Palmer, & J.P. Mendez (eds.) <i>Hispanic Serving Institutions</i> . Virginia: Stylus Publishing, (in press); Ledesma, M.C. & Solórzano, D.G. (2013). "Naming their pain: How racial microaggressions impact students and teachers." In D.J. Carter Andrews & F. Tuitt (eds.) <i>Contesting the myth of a 'post-racial'</i> ; Ledesma, M.C. (2013). "Revisiting Grutter and Gratz in the wake of Fisher. Looking back to move forward." <i>Equity &amp; Excellence in Education</i> , 46(2), 220-23.
Distinctions:	Faculty Fellowship, the American Assoc. of Hispanics in Higher Education (2013)

<b>Lewis, Christopher T.</b>	<b>Department of Languages &amp; Literature (Assistant Professor, untenured)</b>
Education:	Ph.D. Harvard University, 2011; M.A. Harvard University, 2007; M.A. Brigham Young University, 2006; B.A. Brigham Young University, 2005
Academic Experience:	Director of the Portuguese Minor, University of Utah (2012-present); Assistant Professor of Portuguese, United States Military Academy at West Point (2011-2012); Portuguese School Faculty, Middlebury College, (2010); Senior Thesis Co-director, Department of Romance Languages and Literatures, Harvard University (2008-10)
Overseas Experience:	Brazil
Languages:	Portuguese (native); Spanish (fluent); French/Italian/Latin (reading)
% of time LAS:	100%
LAS Courses Taught:	Musical Spaces of Protest and the Brazilian Dictatorship; Reflecting Identity Through Luso-Brazilian Cinema; Introduction to Brazilian Literature; Introduction to Portuguese and Lusophone Literature
Specialization:	Contemporary Brazilian Novel; Lusophone Literature/Culture/Film
Recent Publications:	Lewis, C. (forthcoming). "Rewriting the Self in Chico Buarque's <i>Budapeste</i> : Borders, Bakhtin, and the Other," at <i>Chasqui: revista de literatura latinoamericana</i> ; Lewis, C. (2011). "The Paradigm at the Crossroads in the Middle of the Whirlwind: Arnold Schoenberg, João Guimarães Rosa, and the Animating Faust." <i>Ellipsis – The Journal of the American Portuguese Studies Association</i> 9: 51-71.
Grad. Advising 2009-14:	In progress: 2 MA
Distinctions:	Derek C. Bok Award for Excellence in the Teaching of Undergraduates (Harvard University, 2010)
<b>Longino, John T.</b>	<b>Department of Biology (Professor, tenured)</b>
Education:	Ph.D. University of Texas-Austin, 1984; B.S. Duke University, 1978
Academic Experience:	Adjunct Curator of Entomology, Natural History Museum of Utah (2012-present); Professor, Dept. of Biology, University of Utah (2011-present); Editorial Board <i>Biotropica</i> (1995-2006); Scientific Director, Arthropods of La Selva Project (1991-2005); Adjunct Assistant Curator, Florida State Museum of Natural History (1989-91); Academic Director, Monteverde Tropical Biology Quarter, University of California Education Abroad Program (1987-91)
Overseas Experience:	Brazil, Mexico, Costa Rica, Guatemala, Honduras, Nicaragua, Colombia, Venezuela, Guyana, Ecuador, Jamaica, Australia, Borneo
Languages:	Spanish, fluent
% of time LAS:	100%
LAS Courses Taught:	Ecology and Evolution, Entomology
Specialization:	Studies of Neotropical ants and wasps in Central America, Caribbean, and Brazil
Recent Publications:	Longino, J.T. (2013). "A review of the Central American and Caribbean species of the ant genus <i>Eurhopalothrix</i> ," Brown and Kampf, 1961 (Hymenoptera, Formicidae), <i>Zootaxa</i> 3693: 101-151; Logan, C. J., J.T. Longino. (2013). "Adult male coatis play with a band of juveniles." <i>Brazilian Journal of Biology</i> 73: 353-355; Veijalainen, A., I. E. Sääksjärvi, T.L. Erwin, I.C. Gómez, and J. T. Longino. (2013). "Subfamily composition of Ichneumonidae (Hymenoptera) from western Amazonia: insights into diversity of tropical parasitoid wasps." <i>Insect Conservation and Diversity</i> 6:28-37; Jacobs, J. M., J. T. Longino, and F. J. Joyce. (2011). "Ants of the Islas Murciélagos: an inventory of the ants on tropical dry forest islands in northwest Costa Rica." <i>Tropical Conservation Science</i> 4:149-171; Kathirithamby, J., S.J. Taylor, and J.T. Longino. (2009). "New host record for <i>Caenocholax fenyessi sensu lato</i> (Strepsiptera: Myrmecolacidae) from Costa Rica." <i>Pan-Pacific Entomologist</i> 85: 8-10; Kumar, A., J. T. Longino, R. K. Colwell, and S. O'Donnell. (2009). Elevational patterns of diversity and abundance of eusocial paper wasps (Vespidae) in Costa Rica. <i>Biotropica</i> 41:338-346.
Grad. Advising 2009-14:	In Progress: 1 Ph.D.
Distinctions:	E. O. Wilson Naturalist Award, American Society of Naturalists (2006)

<b>Martinez, Theresa A.</b>	<b>Department of Sociology (Associate Professor, tenured)</b>
Education:	Ph.D. University of New Mexico, 1990; Teaching Certificate, University of New Mexico, 1983; B.A. University of New Mexico, 1982
Academic Experience:	Associate Professor, University of Utah (1996-present); Assistant Professor (1990-96); Research Assistant, University of New Mexico (1990); Teaching Associate (1998-90); Teaching Assistant (1987-88)
Languages:	Spanish (conversational)
% of time LAS:	75%
LAS Courses Taught:	Social Inequality through Music and Film; Diversity Service Learning; Ethnic Minorities in America
Specialization:	Racial and Ethnic Relations, Race, Class, and Gender, Sociology of Culture in Latino/a populations
Recent Publications:	Segal, Marcia Texler and Theresa A. Martinez. (2007). <i>Intersections of Gender, Race, and Class: Readings for a Changing Landscape</i> . Oxford Press; Martinez Theresa A. "Double-Consciousness and <i>Mestiza</i> Consciousness Raising: Linking Du Bois and Anzaldúa." Pp. 69-79 in <i>Intersections of Gender, Race, and Class: Readings for a Changing Landscape</i> . Los Angeles, California: Oxford University Press; Martinez, Theresa A. "Images of the 'Socially Disinherited': Inner-City Youth in Rap Music." <i>Journal of Law and Family Studies</i> 10(1): 111-126.
Grad. Advising 2009-14:	Completed: 7 MA, 18 PhD; In Progress: 1 EdD, 2 PhD
Distinctions:	Calvin S. & JeNeal N. Hatch Prize in Teaching, University of Utah (2014); Department of Sociology Teacher of the Year Award, Dept. of Sociology (2013); Cesar Chavez Peace and Justice Award, Utah Coalition de La Razza (2010); Renaissance Woman Award, Renaissance Society and the Utah Women's Business Forum (2006); Faculty Research and Teaching Award, Phi Kappa Phi Honor Society (2005); Utah Coalition de La Raza Personal Achievement and Community Service Award, Utah Coalition de La Raza (2005)
<b>Mejia, Michael</b>	<b>Department of English (Assistant Professor, untenured)</b>
Education:	MFA University of Alabama, 2000; B.A. University of Southern California, 1992
Academic Experience:	Assistant Professor, Dept. of English, University of Utah (2012-present); Associate Professor, Dept. of English, Berry College (2011-12); Assistant Professor, Berry College (2004-11); Adjunct Assistant Professor, Dept. of English, Shippensburg University (2003-04); Adjunct Instructor, Dept. of English, Hood College (2003-04); Graduate Teaching Assistant, Dept. of English, University of Alabama (1994-1996)
Overseas Experience:	Mexico, Austria, United Kingdom, Japan
Languages:	Spanish (conversational)
% of time LAS:	50%
LAS Courses Taught:	Narratives of Travel, Contemporary Latin American Fiction
Specialization:	Research on Latin American Fiction post-1945, Creative writing in Brazilian studies
Recent Publications:	<i>Forgetfulness</i> . Fiction Collective 2, spring 2005; "A Camera's Not Expression, It's Part of the Spectacle." 5 YouTube Videos.; <i>DIAGRAM</i> , November 2013; "The Cinematographers!" illustrated fiction, <i>Western Humanities Review</i> , July 2012.; "Night/Nurse/Novel (Part III)." <i>Paul Revere's Horse</i> , August 2011; "Zee Gee," illustrated fiction, <i>Black Warrior Review</i> , April 2010.
Distinctions:	Grant Recipient, University Research Council, U of Utah (2013); Grant Recipient, Asia Center, U of Utah (2012); International Travel Grant Recipient, College of Humanities, U of Utah (2012)

<b>Molina, Isabel Teresa</b>	<b>College of Social Work (Assistant Professor Lecturer, untenured)</b>
Education:	Ph.D. University of Utah, 2009; MBA Lake Superior State University, 2000; B.S. Universidad Nacional Autónoma de México, 1997
Academic Experience:	Assistant Director, University Neighborhood Partners, U of Utah (2012-present); Assistant Professor Lecturer, U of Utah (2012-present); Research Assistant Professor/ Education Coordinator (2009-2012); Adjunct faculty (2010); Practicum assistant (2004-07)
Overseas Experience:	Mexico
Languages:	Spanish (native)
% of time LAS:	100%
LAS Courses Taught:	Diversity and Social Justice; Practice: Social work in Organizations and Communities; Field Instructor for Social Work Practitioners in Cuernavaca, Mexico
Specialization:	University-community partnerships, domestic violence in ethnic minority populations, international social work
<b>Muñoz, Ed A.</b>	<b>Department of Sociology (Associate Professor, tenured)</b>
Education:	Ph.D. University of Nebraska-Lincoln, 1996; M.A. University of Nebraska-Lincoln, 1992; B.A. University of Nebraska, 1990
Academic Experience:	Director of Ethnic Studies, U of Utah (2013-present); Associate Professor, Ethnic Studies and Sociology, University of Utah (2013-present); Associate Professor, Criminal Justice and Chicano Studies, University of Wyoming (2007-2013); Assistant Professor, University of Wyoming, Criminal Justice and Chicano Studies (2003-2007); Adjunct Professor, Sociology, University of Wyoming (2004-2013); Visiting Adjunct Professor, Western Nebraska Community College (summer 2003); Assistant Professor Faculty Associate, Institute for Social and Behavioral Research, Iowa State University (1997-2003); Assistant Professor, Sociology and U.S. Latino/a Studies, Iowa State University (1996-2003)
Overseas Experience:	México
Languages:	Spanish (conversational)
% of time LAS:	75%
LAS Courses Taught:	U.S. Latino Diaspora; Chicanas/os in Contemporary Society; Ethnic and Race Relations; The Latino/a Experience in United States Society, Chicano/as in Contemporary Society, Racial and Ethnic Inequality; Study Abroad, Mérida, México Latina/Chicano Studies, Social Science research methods, Ethnic Studies, Criminology/Deviance, Latina Sociology/Criminology, Transnationalism
Specialization:	Muñoz, Ed A., Greg S. Weaver, and Martín Echeverría Victoria. (2013). "Historical Mexican Emigration and Its Association with Crime in Mexico." <i>The International Journal of Contemporary Sociology</i> . 50 (1): 133-149; Muñoz, Ed A., Angela M. Jaime, Deborah L. McGriff, and Adrian H. Molina. (2012). "Assessment of Student Learning: Estudios Chicana/o Cultivating Critical Cultural Thinking." <i>Teaching Sociology</i> . 40(1): 34-49; Muñoz, Ed A. and Francisco A. Rios. (2012). "Mexican American Studies/Chicana/o Studies." Vol. 3, Pp. 1471-1475. in <i>Encyclopedia of Diversity in Education</i> . James A. Banks, (Ed.). Thousand Oaks, CA: Sage Publications, Inc.
Recent Publications:	
Distinctions:	Learning Abroad, Office for Global Engagement, University of Utah, Faculty Led Fall Study Abroad Course Proposal, "U.S. Latino Diaspora" (2014); Wyoming Arts Council, "Chicanitas Art Exhibit." (2013); Thumbs Up Award, College of Arts and Science, University of Wyoming (2010, 2005, 2004); Office of the President, The Aspen Institute Wye Faculty Fellowship Selection and Seminar Participant, University of Wyoming (2009); Emory Bogardus Award for Teaching Excellence, Department of Sociology, Iowa State University (2002)

<b>Nadkarni, Nalini</b>	<b>Department of Biology (Professor, tenured)</b>
Education:	Ph.D. University of Washington, 1983; B.S. University of British Colombia, 1975
Academic Experience:	Director Center for Science and Mathematics Education, U of Utah; Professor, Dept. of Biology, University of Utah (2011-present); Member of Faculty, Evergreen State College (1991-2011); President, Association for Tropical Biology (2002); Assistant Professor, University of California, Santa Barbara, (1984-89); Research Assistant, Wau Ecology Institute, Papua New Guinea (1977-78); Instructor, Dept. of Biology, University of Technology of Papua New Guinea (1977)
Overseas Experience:	Costa Rica
% of time LAS:	50%
LAS Courses Taught:	Hidden World Science
Specialization:	Ecology of tropical and temperate forest canopies; rainforest canopy ecology in Costa Rica; effects of forest fragmentation on biodiversity
Recent Publications:	Nadkarni, N. M., and N. T. Wheelwright. (2000). <i>Monteverde: the ecology and conservation of a tropical cloud forest</i> . Oxford University Press, New York, New York. Lowman, M. L., and N. M. Nadkarni. (1995). <i>Forest canopies</i> . Academic Press, San Diego, California; Nadkarni, N. M. and A. Stasch. (2013). "How broad are our broader Impacts? Analysis of the National Science Foundation's Ecosystems Program and the Broader Impacts requirement." <i>Frontiers in Ecology and the Environment</i> . 11:13-19; Sheldon, K. and N. Nadkarni. (2013). "The use of pasture trees by birds in a tropical montane landscape in Monteverde, Costa Rica." <i>Journal of Tropical Ecology</i> 29:459-462; Sheldon, K., and N. M. Nadkarni. (2013). "Spatial and temporal variation of seed rain in the canopy and on the ground of a tropical cloud forest. <i>Biotropica</i> 45:549-556; Ulrich, C. and N. M. Nadkarni. (2009). "Sustainability research in enforced residential institutions: collaborations of ecologists and prisoners." <i>Environment, Development, and Sustainability</i> 11:815-825; Nadkarni, N. M. (2006). "The moss-in-prison project: disseminating science beyond academia." <i>Frontiers in Ecology and the Environment</i> 4:442-443; Yanoviak, S.P., N. M. Nadkarni, and R. Solano. (2006). "Arthropod assemblages in epiphyte mats of Costa Rican cloud forests." <i>Biotropica</i> 36: 202-210.
Distinctions:	Women of Note Award (2012); AAAS Public Engagement with Science Award (2012); Monito del Giardino Prize for Environmental Action, Parchi Monumentali Bardini e Peyron Foundation (2011); Award for Public Engagement, American Association for the Advancement of Science (2011); National Science Foundation Board Public Service Award; Pettigill Endowed Lectureship, University of Michigan (2005); John Simon Guggenheim Fellowship (2001); Board Member The Nature Conservancy (2001-2010)
<b>Olden, Danielle</b>	<b>Department of History (Assistant Professor, untenured)</b>
Education:	Ph.D. Ohio State University, 2013; M.A. Ohio State U; B.A. U of Wyoming, 2006
Academic Experience:	Assistant Professor, U of Utah (2014-present); Instructor U. of Utah (2013-2014)
Languages:	Spanish (reading)
% of time LAS:	100%
LAS Courses Taught:	Chicana/o History Since 1849
Specialization:	Mexican American history; border studies; Chicano/Latino identity
Recent Publications:	Olden, D. (2014) "A Wholly Different Origin": Mexican Americans, African Americans, and the Formation of Minority Students," <i>Western Historical Quarterly</i> ; Olden, D. (2014). "Shifting the Lens: Using Critical Race Theory and Latino Critical Theory to Re-Examine the History of School Desegregation." <i>Qualitative Inquiry</i> ; Fernandez, D. Delgado, D., Celleri, M. & Olden, D. (2013) "América's Home: A Dialogue about Displacement, Globalization, and Activism." <i>Frontiers: A Journal of Women's Studies</i> 34, no. 1; Olden, D. (2008). "The Hispano-American Women's Club and the Laramie Woman's Club: A Glimpse into Intercultural Relationships in Laramie, Wyoming, 1950-1960." <i>Annals of Wyoming</i> 79, nos. 3/4:12-27.

<b>Paine, Richard</b>	<b>Department of Anthropology (Associate Professor, tenured)</b>
Education:	Ph.D. Pennsylvania State University, 1992; M.A. Pennsylvania State University, 1988; B.A. McGill University, 1982.
Academic Experience:	Associate Professor, University of Utah (2001-present); Assistant Professor, University of Utah (1996-2001); Associate Research Professor, Danish Center for Demographic Research (1999); Visiting Asst. Professor, University of Utah (1995-1996); Charles P. Taft Postdoctoral Fellow, University of Cincinnati (1994-1995)
Overseas Experience:	Costa Rica, Honduras, and Nicaragua
Languages:	Spanish (conversational)
% of time LAS:	50%
LAS Courses Taught:	Classic Maya; Mesoamerican Prehistory; Rise of Civilizations
Specialization:	Mesoamerica, demographic anthropology, relationship between population, resources, and culture; ancient health and demography
Recent Publications:	Book: Hawkes, K.H., and R.R.Paine (eds.) (2006) <i>The Evolution of Human Life History</i> . School of American Research Press, Santa Fe, NM; Articles: Paine, R.R. "Drought, "Disease and the Late Classic Decline of Teotihuacan: a Paleodemographic Test of the Cocolitzli Hypothesis." under review <i>Latin American Antiquity</i> ; Paine, R.R. (2001). "Migration Leaves No Signature on Skeletal Age-at-Death Distributions: a Case Study from the Ancient City of Teotihuacan, Mexico." (under review) <i>American Journal of Physical Anthropology</i> ; Paine R.R. (2000). "If a Population Crashes in Prehistory and there Is No Paleodemographer there to Hear It Does It Make a Sound?" <i>American Journal of Physical Anthropology</i> 112(2):181-190; Paine, R.R., and AC. Freter. (1996). "Environmental Degradation and the Classic Maya Collapse at Copán, Honduras (AD 600-1250): Evidence from Studies of Household Survival, <i>Ancient Mesoamerica</i> 7:37-47.
Grad. Advising 2009-14:	Completed: 1 M.S.; In progress: 4 Ph.D., 3 M.S.
Distinctions:	Finalist, College of Social and Behavioral Science Superior Teaching Award (2014)
<b>Parker, Bradley J.</b>	<b>Department of History (Associate Professor, tenured)</b>
Education:	Ph.D. University of California, Los Angeles, 1998; M.A. University of California, Los Angeles, 1994; B.A. University of California at Berkeley, 1991
Academic Experience:	Associate Professor, Department of History, University of Utah (2006-present); Principle Investigator, Department of Education Title VI National Resource Center Grant for the Middle East Center at the U of Utah (2008-09); Graduate Director, Middle East Center (2008-09); Associate Director (2006); Assistant Professor, Dept. of History U of Utah (1999-06); Lecturer, Department of Asian and African Studies, University of Helsinki (1996-97); Visiting Researcher, the Neo-Assyrian Text Corpus Project, U of Helsinki (1995-97)
Overseas Experience:	Peru, Italy, England, Turkey, Prague, Berlin, Egypt, Israel
Languages:	Spanish (conversational)
% of time LAS:	50%
LAS Courses Taught:	Ancient Empires in Comparative Perspective; Ethnoarchaeology in the Andes
Specialization:	Ethnoarchaeological fieldwork in the Andes
Recent Publications:	Parker, B. J. 2014 Forthcoming. "Review of <i>Ancient Households of the Americas. Conceptualizing What Households Do.</i> " Edited by John G. Douglass and Nancy Gonlin, Boulder: The University Press of Colorado. (2012) <i>The Cambridge Archaeological Journal</i> ; Parker, B. J. and W. McCool (under review). "Household Maize Beer Production in the Andes: An Ethnoarchaeological Investigation." <i>Latin American Antiquity</i> .
Distinctions:	University of Utah University Research Committee Grant to support Ethnoarchaeological Research in the Andes (2013); Dee Grant, "Ancient Civilizations of the Andes" (2013); University of Utah Teaching Committee Grant, "Ancient Civilizations of the Andes" (2013); Remona Cannon Teaching Award (2013); University of Utah Associated Student Union Student Choice Teaching Award (2007)

<b>Petersen, Erich</b>	<b>Department of Geology and Geophysics (Professor, tenured)</b>
Education:	Ph.D. University of Michigan, 1984; M.A. Dartmouth College, 1979; B.A. Harvard University, 1975
Academic Experience:	Professor, Dept. of Geology & Geophysics, University of Utah (present)
Overseas Experience:	Mexico, Colombia, Chile, Portugal, Spain
Languages:	Spanish (fluent), German (fluent)
% of time LAS:	25%
LAS Courses Taught:	Living with Earthquakes and Volcanoes,
Specialization:	Earth Sciences; Economic Geology; Faculty led field research in Chile & Peru
Recent Publications:	Chávez, W.X., Jr. and Petersen, E.U. (2013). "SEG Foundation Student Dedicated Field Course - Southern Peru Porphyry Systems." <i>SEG Newsletter</i> 92, 38-39.; Chávez, W.X., Jr. and Petersen, E.U. (2012). "SEG Student Chapter field course-Ore Districts of Northern Chile," <i>SEG Newsletter</i> 89, 26; Harding, S.C., Ekdale, A.A., Petersen, E.U., Nash, B.P., Dyar, M.D. (2013). "Ichnology and Mineralogy of the Main Glauconite Bed, Claiborne Group, Middle Eocene, Texas, Paleoenvironmental Implications," <i>Gulf Coast Association of Geological Societies Transactions</i> , v. 63, p. 549-554.
Grad. Advising 2009-14:	Completed: 4 Ph.D., 4 M.S.; In Progress: 5 Ph.D., 4 M.S.
Distinctions:	College Representative on University Council Advisory for Teacher Educators (UCATE) College of Education
<b>Pierce, Joy</b>	<b>Department of Communication (Assistant Professor, untenured)</b>
Education:	Ph.D. University of Illinois Urbana; M.A. California State University; B.A. University of South Carolina
Academic Experience:	Assistant Professor, Dept. of Communication, University of Utah (2008 – present)
Overseas Experience:	Mexico
% of time LAS:	50%
LA Courses Taught:	Writing for New Media
Specialization:	Race, ethnicity, immigration issues, and social justice among Mexican and minority populations in the U.S.
Recent Publications:	Pierce, J. (2014). "Digital Fusion: A Society Beyond Blind Inclusion." NY: <i>Peter Lang Publishing.</i> ; Pierce, J. "Writing for Equity Inside and Out: Emerging scholars of color doing ethnography with a marginalized population." <i>Cultural Studies Critical Methodologies</i> , 13(6), 481-488. (12/2013); Pierce, J. "Teaching Technology: Mexican Children Doing More Than Playing Games." <i>International Review of Qualitative Research</i> . (08/2013).
Distinctions:	URC Faculty Fellow, University of Utah Research Committee (2010)

<b>Porter, Susie S.</b>	<b>Department of History (Associate Professor, tenured)</b>
Education:	Ph.D. University of California, San Diego, 1997; C. Phil. and M.A. University of California, San Diego, 1993; B.A. University of California, Berkeley, 1988
Academic Experience:	Associate Professor, University of Utah (2013-present); Assistant Professor, University of Utah (1997-2003)
Overseas Experience:	Mexico, Spain, Venezuela
Languages:	Spanish (fluent), Portuguese (conversational)
% of time LAS:	100%
LAS Courses Taught:	Protests and Movements: A Contemporary History; Comparative Women's History; Modern Latin America; Gender and Power in Latin America; Feminist Perspectives on Race, Class, and Sexuality in the Americas; Women in Contemporary United States; Special Studies: Teaching Latin American History in High School; History and Activism; Latin American Film; Westside Leadership Institute
Specialization:	Women's work issues and class identity in Mexico, Gender Studies/History, migration
Recent Publications:	<i>Mexican History: A Primary Source Reader</i> , Nora Jaffray, Ed Osowski, and Susie Porter, eds. (Boulder, Colorado: Westview Press, June, 2009); <i>Mujeres y Trabajo: condiciones de trabajo y discursos públicos en la ciudad de México, 1879-1931</i> (Zamora: El Colegio de Michoacán, 2008); <i>Orden social e identidad de género. Méxicosiglos XIX y XX</i> , María Teresa Fernández Aceves, Carmen Ramos Escandón y Susie Porter, eds., (Guadalajara, CIESAS-Universidad de Guadalajara, 2006); <i>Working women in Mexico City: public discourses and material conditions, 1879-1931</i> (Tucson: University of Arizona Press, 2003).
Grad. Advising 2009-14:	In Progress 3 MA, 2 MA in Mexico
Distinctions:	Visiting Scholar, El Colegio de México, Mexico City (2010-2011); Westside Leadership Institute, Faculty Fellow Spanish Language Seminar (Fall semester 2008, 2009, 2010, 2011; spring 2013, 2014); Fulbright-García Robles Research Fellowship, Host Gabriela Cano, UAM-Iztapalapa (2006); Tanner Humanities Center Program Development Grant, Writing Across Borders: Mexico and the United States, University of Utah (2000)
<b>Power, Mitchell J.</b>	<b>Department of Geography (Assistant Professor, untenured)</b>
Education:	Ph.D. University of Oregon, 2006; M.S. Northern Arizona University, 1998; B.A. University of Maine
Academic Experience:	Co-Science Director, Rio Mesa Center Field Station, University of Utah (2013-present); Curator of the Garret Herbarium, Utah Museum of Natural History (2008-present); Assistant Professor, Department of Geography, University of Utah (2008-present); Post Doctoral Research Associate, University of Edinburgh (2006-08); Instructor and Research Assistant, University of Oregon (2003-06)
Overseas Experience:	Brazil, Colombia, South Korea, Ireland, South Africa, France, UK, Australia
% of time LAS:	25%
LAS Courses Taught:	Paleoecology of Costa Rica
Specialization:	Botany, Vegetation History, Biogeography, Fire History, Paleoecology, and Paleoclimatology in tropical South America
Recent Publications:	Bush, M.B., McMichael, C.H., Raczka, M.F., de Toledo, M.B., Power, M.J., De Oliveira, P.E. (in press). "The Holocene of Amazona," in <i>Paleontologia: Cenários de Vida- Paleoclimas</i> "; Power M.J., Mayle, F.E., Bartlein, P.J. (2013). "16th Century burning decline in the Americas: population collapse or climate change?" <i>The Holocene</i> 23(1): 3-13; Mayle, F.E., Burn, M.J., Power M.J., and Urrego, D. (2009). "Vegetation and fire at the LGM in tropical South America." In F. Sylvestre and F. Vimeux, eds. <i>Past Climate Variability in South America and Surrounding Regions</i> . Springer; Mayle FE, and Power MJ. (2008). "Impact of a drier early-mid Holocene climate upon Amazonian forests." <i>Philosophical Transactions of the Royal Society</i> , 363:1829-1838.
Grad. Advising 2009-14:	Completed: 8 PhD, 6 MS; In Progress: 7 PhD, 3 MS

<b>Quin, Alejandro</b>	<b>Department of Languages and Literature (Assistant Professor, untenured)</b>
Education:	Ph.D. U of Michigan, 2011; M.A. U of Florida, 2005; Graduate Certificate in Latin American Studies, U of Florida, 2005; B.A. Universidad Nacional de Colombia, 2001.
Academic Experience:	Assistant Professor, University of Utah (2013-present); Assistant Professor, Michigan Technological University (2011-2013)
Overseas Experience:	Brazil, Colombia, Venezuela
Languages:	Spanish (Native), Portuguese (conversational), French (reading).
% of time LAS:	100%
LAS Courses Taught:	Introduction to Spanish-American Literature; Politics of Nature in Latin America
Specialization:	Modern Latin American literature and cultural history in Colombia, Brazil, Paraguay, and Amazon
Recent Publications:	"Medina Reyes: impostura, sujeción, riesgo". <i>La invención del escritor. Nuevas aproximaciones al estudio sociológico y discursivo del autor</i> . Juan Zapata (Ed). Medellín: Editorial Universidad de Antioquia (forthcoming); "Negación sin oposición: el dandi como soberano en <i>De sobremesa</i> ", in <i>Hispanérica</i> , special issue: <i>Cuestionar el presente desde la lectura crítica del pasado. Cuestionar el pasado desde la lectura crítica del presente</i> . Eds. Karina Vázquez, Claudia García, and Grazyna Walczak. College Park: Ediciones Hispanérica (University of Maryland) (forthcoming); "Mímesis del poder: cuerpo político, biopolítica y repetición". <i>Encuentros</i> . 11, 2 (2012): 31-46.
Distinctions:	Outstanding Teacher, College of Sciences & Arts, Michigan Technological University (2013); Rackham Merit Fellowship, U of Michigan (2005-2011); FLAS Fellowship (2009)
<b>Rubio, Fernando</b>	<b>Department of Languages and Literatures (Associate Professor, tenured)</b>
Education:	Ph.D. State University of New York at Buffalo, 2000; M.S. State University of New York at Fredonia, 1996; M.A. The University of Oviedo, Spain, 1989
Academic Experience:	Co-Chair, Dept. of Language and Literature. University of Utah (2007-2012); Co-Director, Second Language Teaching and Research Center, University of Utah (2012); Associate Professor of Spanish, Department of Languages and Literature; Adjunct Associate Professor, Department of Linguistics, University of Utah (2007-present); Assistant Professor of Spanish and Language Program Director, University of Utah (2002-2006); Assistant Professor of Spanish Linguistics and Language Program Coordinator, Southern Oregon University (2000-2002); Assistant Professor of Spanish, Canisius College of Buffalo (1999-2000)
Overseas Experience:	Mexico, Spain
Languages:	Spanish (native)
% of time LAS:	100%
LA Courses Taught:	Spanish Pronunciation and Phonetics; Intro to Spanish Applied Linguistics; Spanish Sociolinguistics
Specialization:	Spanish Linguistics
Recent Publications:	Dulfano, I. and Rubio, F. (2013). "Reset or forge ahead? Is there a future and value in the study of Spanish?" <i>Journal of Multilingual and Multicultural Development</i> ; Rubio, F. & Thomas, J. (eds). (2012). <i>Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues</i> . Boston: Cengage/Heinle; Rubio, F. and Thomas, J. (2012) "Hybrid language Teaching and Learning: Looking Forward." In Rubio, F. & Thomas, J. (eds) <i>Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issue</i> . Boston: Cengage/Heinle. (1-9), (137-159); Rubio, F. & Rubio, L. (2009). <i>Tercer Milenio: Composición y Gramática</i> . GRT Kendall Hunt: Dubuque, IA.
Grad. Advising 2009-14:	Completed: Ph.D. 8, M.A. 11; In progress: Ph.D. 3, M.A. 5
Distinctions:	ACTFL Award for Excellence in Foreign Language Instruction Using Technology (2012); Utah System of Higher Education (USHE) Exemplary Faculty Use of Technology award (2009)

<b>Rubio, Lucia</b>	<b>Department of Languages and Literature (Adjunct Instructor, untenured)</b>
Education:	M.A. University of Utah, 2005; B.A. State University of New York, 1996; B.A. Universidad de Oviedo, 1994
Academic Experience:	Adjunct Instructor, Teaching Major and Minor Advisor, Dept. of Languages and Literature, U of Utah (2005-present); Spanish Teacher, Judge Memorial High School (2004-05); Spanish Adjunct Instructor, U of Utah (2002-04); Adjunct faculty, Southern Oregon University (2000-02); Spanish Teacher, Park School of Buffalo (1997-00); Spanish Instructor, State University of New York at Buffalo (1996-00)
Overseas Experience:	Spain
Languages:	Spanish (native); Italian (basic)
Pedagogy Training:	Mandatory annual departmental language pedagogy training and ongoing pedagogy workshops (see Section 4.C.b)
% of time LAS:	100%
LA Courses Taught:	Advanced Grammar and Composition, Spanish Teaching Practicum
Specialization:	Spanish language teaching
Recent Publications:	Co-author of <i>Tercer Milenio</i> , (2009) Advanced Grammar and Composition textbook online.
<b>Serrato-Combe, Antonio</b>	<b>College of Architecture + Planning (Professor, tenured)</b>
Education:	M.A. Texas A&M University, 1973; B.A. Universidad Nacional Autónoma de Mexico, 1968
Academic Experience:	Faculty member, University of Utah (1996 – present)
Overseas Experience:	Mexico, Peru
Languages:	Spanish (fluent), French (conversational)
% of time LAS:	75%
LAS Courses Taught:	Pre-Columbian Architecture
Specialization:	Aztec architecture and design, preservation of cultural heritage through digital tools
Recent Publications:	“La Diosa Tlaltecuiltl dela Casa de las Ajaracas y el Rey Ahuizotl.” <i>Arqueología Mexicana</i> . (2007); “Lo que Debiera Haber Sido o el Futuro de la Visualización del Pasado”, in <i>Ponencias del IX Congreso dela Sociedad Iberoamericana de Gráfica Digital</i> , Universidad Peruana de Ciencias Aplicadas, Lima Peru. (2005); “Lindenmayer Systems – Experimenting with Software String Rewriting as an Assist to the Study and Generation of Architectual Form.” in <i>Digital Design, The Quest for New Paradigms, Proceedings of the 23<sup>rd</sup> International Conferrence on Education in Computer Aided Architectural Design in Europe</i> , Instituto Superior Tecnico, Lisbon Portugal. (2005). Serrato-Combe, A. (2001). <i>The Aztec Templo Mayor: A Visualization</i> , University of Utah Press, Salt Lake City: UT.
Distinctions:	Calvin S. and Jeneal N. Hatch Prize for Excellence in Teaching, University of Utah (2006); First Prize – Award of Honor, Sociedad Iberoamericana de Grafica Digital (2005); Student’s Choice Professor of the Year, University of Utah (2004); Award of Excellence in the Graphic Representation of Architecture, American Society of Architectural Perspectives (1998)

<b>Shtromberg, Elena</b>	<b>Department of Art and Art History (Assistant Professor, untenured)</b>
Education:	Ph.D. University of California, Los Angeles, 2008; M.A. University of California, San Diego, 2000; B.A. University of Massachusetts, Amherst, 1994
Academic Experience:	Assistant Professor, Department of Art and Art History, University of Utah (2008-present); Director of Graduate Studies, University of Utah (2012-present); Guest Scholar, Getty Research Institute, Los Angeles, CA (2011-2012)
Overseas Experience:	Brazil, Mexico
Languages:	Russian (native); Spanish, Portuguese, French (fluent); Italian (conversational)
% of time LAS:	100%
LAS Courses Taught:	Latin American Avant-Gardes; Utopia & Dystopia: Brazilian Art and Culture in a Latin America Context; Topics in Brazilian Art; Border Art: Visual Culture along the U.S.-Mexico Border; Performance Art in Latin America; Modern Latin American Art; Latin American Art of the 20 <sup>th</sup> Century
Specialization:	Contemporary art and visual culture in Brazil and Mexico
Recent Publications:	<i>Art Systems: Brazil and the 1970s</i> , book manuscript (Forthcoming University of Texas Press, 2014); "Forging the New in Brazilian Contemporary Art" in <i>Art and its Histories in Brazil</i> , ed. Claudia Mattos and Roberto Conduru; "Bilingual compilation of essays on Brazilian art history from the Ancient World to the Present." Los Angeles: Getty Research Institute (Forthcoming 2015); "Walking Wandering and Getting Lost," <i>Público Transitorio</i> , ed. Jennifer Flores Sternad (Forthcoming 2014); Co-author, "Introduction," Shifra Goldman, <i>Toward a New Millennium: Contemporary Art of the Transnational Americas</i> , ed. Chariene Villaseñor Black (under Consideration University of Texas Press); "Spatial Effects: Navigating the City in Cildo Meirele's <i>Arte Física: Caixas de Brasília/Clareira</i> ," in <i>The Utopian Impulse in Latin America</i> , eds. K. Beauchesne and A. Santos (New York: Palgrave Macmillan, October, 2011).
Grad. Advising 2009-14:	Completed: 5 MA, 1 MFA; In progress: 4 MA
Distinctions:	American Council of Learned Societies, ACLS/SSRC/NEH, International and Area Studies Fellowship (2011-2012); UCLA Library Research Grant, Latin American Institute, Los Angeles, CA (2011)
<b>Solórzano, Armando</b>	<b>Family and Consumer Studies &amp; Ethnic Studies (Associate Professor, tenured)</b>
Education:	Ph.D. University of Wisconsin-Madison, 1990; M.A. U of Wisconsin, 1985 and 1986; M.A. Clark University, 1978; B.A. Universidad de Guadalajara, 1976
Academic Experience:	Director of Chicano Studies, University of Utah (2006-present); Associate Professor, Family and Consumer Studies and Ethnic Studies, U of Utah (1998-present); Assistant Professor, U of Utah (1991-98); Assistant Research Professor, U of Utah (1990-91)
Overseas Experience:	Mexico, Greece, Austria, Israel
Languages:	Spanish (native)
% of time LAS:	100%
LAS Courses Taught:	Gender and Minorities Across the Lifespan; The Chicano Civil Rights Movement and its Legacy; Chicana/o Culture Through Film
Specialization:	Latino/a immigration issues, public health, education and politics in Mexico
Recent Publications:	Solórzano, Armando; Ralph, Lisa M, and England, Lynn J. (2010). "Community and Ethnicity: Hispanic Women in Utah's Carbon County." <i>Utah Historical Quarterly</i> . Volume 76, Number 1, Winter 2010. pp.58-75; Solórzano, Armando. (2006). "Latinos' Education in Mormon Utah, 1910-1960." <i>Latino Studies</i> . Volume 4, Issue 3. September; Solórzano, Armando. (2005). "At the Gates of the Kingdom: Latino Immigrants in Utah, 1990-2003." in <i>Beyond the Gateway: Immigrants in a Changing America</i> . Lexington Books; Solórzano, Armando. (2005). "Mormonism Among U.S. Latinos." <i>The Oxford Encyclopedia of Latinos and Latinas in the United States</i> . Oxford University Press. New York; Book: Solórzano, Armando. (1997). <i>Fiebre Dorada o Fiebre Amarilla? La Fundación Rockefeller en México</i> . Guadalajara, México. University of Guadalajara Press.
Grad. Advising 2009-14:	Completed: 1 PhD
Distinctions:	Semi-finalist for the College Superior Teaching Award. University of Utah (2009)

<b>Torti, Sylvia</b>	<b>Department of Biology (Research Assistant Professor, untenured)</b>
Education:	Ph.D. University of Utah, 1998; B.S. Earlham College, 1992
Academic Experience:	Dean, Honors College, University of Utah (2013-present); Assistant Research Professor, University of Utah (2003-present); Associate Director, Rio Mesa Center, U of Utah.
Overseas Experience:	Argentina, Panama, Brazil, Peru, Costa Rica, Mexico
Languages:	Spanish (fluent)
% of time LAS:	25%
Specialization:	Tropical ecology and fiction writing
Recent Publications:	Torti, Sylvia. <i>The scorpion's tail: a novel</i> . Willimantic, CT: Curbstone Press (2005); <i>Measuring light in a Congo rainforest</i> (Essay) in <i>Frontiers in Ecology and the Environment</i> (January 2012); Torti, S.D., P.D. Coley and T.A. Kursar. (2001). "Causes and consequences of mono-dominance in tropical lowland forests." <i>American Naturalist</i> 134:141-153; Gross, N.D., S.D. Torti, P.D. Coley and D.H. Feener Jr. (2000). "Tropical monodominance: is reduced herbivory important?" <i>Biotropica</i> : 32:430-439; Torti, S.D., P.D. Coley and D.A. Janos. (1997). "Vesicular-arbuscular mycorrhizae in two tropical monodominant tree species." <i>Journal of Tropical Ecology</i> 13:623-629; Torti, S.D., P.D. Coley and D.A. Janos. (1997). "Vesicular-arbuscular mycorrhizae in two tropical monodominant tree species." <i>Journal of Tropical Ecology</i> 13:623-629.
Distinctions:	Marmol Prize for best debut fiction by a Latino/a writer: <i>The Scorpion's Tail</i>
<b>Valdez, Verónica</b>	<b>Department of Education, Culture, and Society (Assistant Professor, untenured)</b>
Education:	Ph.D. University of Texas at Austin, 2005; M.S. Emporia State University, 1992; B.A. Southwestern University, 1984
Academic Experience:	Assistant Professor, Dept. of Education, Culture, & Society, University of Utah (2008-present); Global Leadership Internship Program, College of Education in partnership with the South Korean Incheon International High School (2010-13); Post Doctoral Research Fellow, American Educational Research Association/Institute for education Sciences Post Doctoral Research Fellowship, University of Texas (2005-08); Assistant Instructor (2002-05); Co-Instructor, Dept. of Early Childhood Studies, San Antonio College (2002)
Languages:	Spanish (fluent)
% of time LAS:	100% (Latino Diaspora)
LAS Courses Taught:	Language and Community; Literacy as Cultural Practice; Language and Power; Language Policy and Planning; Biligual Bicultural Education; Introduction to Multicultural Education; Assessment of Linguistically Diverse Populations
Specialization:	Effect of race, gender, and immigration on bilingualism and biliteracy in Latino/as
Recent Publications:	Cuero, K. & Valdez, V. E. (2012). "'Good' students and 'involved' mothers: Latin@ responses to normalization pressures in schools." <i>International Journal of Qualitative Studies in Education</i> , 25(3), 317-338; Valdez, V.E. & Callahan, R. (2010). "Who is learning language(s) in our schools?" In Diane Lapp & Douglas Fisher (Eds.) <i>Handbook of Research on Teaching the English Language Arts (3<sup>rd</sup> edition)</i> . Valdez, V.E. & Fránquiz, M.E. (2010). "Latinas in early childhood education: Issues, practices, and future directions." In E. G. Murillo, Jr. (Ed.) <i>Handbook of Latinos and Education: Research, theory, and practice</i> . Routledge.
Grad. Advising 2009-14:	Completed: 1 PhD; In progress: 18 PhD
Distinctions:	Early Career Reviewer Award, Bilingual Research Journal, National Association of Bilingual Education (2013); Cultivating New Voices Among Scholars of Color Research Fellowship, National Council of Teachers of English Research Foundation (2006-08); University Continuing Fellowship, University of Texas at Austin (2004-05); Title VII Graduate Fellowship. Office of Bilingual Education, U.S. Dept. of Education (2000-03)

<b>Villalpando, Octavio</b>	<b>Department of Educational Leadership and Policy (Professor, tenured)</b>
Education:	Ph.D. University of California, Los Angeles; M.A. UCLA; M.A. California State University; B.A. California State University
Academic Experience:	Associate Vice President for Equity and Diversity, University of Utah (2007-2014); Associate Professor, Dept. of Educational Leadership & Policy (2004-present); Director for Research, Center for the Study of Race & Diversity in Higher Education (2001-03); Assistant Professor, Dept. of Educational Leadership and Policy (1999-04)
Overseas Experience:	Puerto Rico, Mexico
Languages:	Spanish (native)
% of time LAS:	100% (Latino Diaspora)
LAS Courses Taught:	Multiculturalism and Diversity in Higher Education, Cultural Diversity in American Colleges and Universities, Introduction to Ethnic Studies, Critical Race Theory
Specialization:	Educational inequality for Latino/a students, impact of diversity on students
Recent Publications:	Villalpando, O., Delgado Bernal, D., Yosso, T. and Solórzano, D.G. (under contract). <i>A Critical Race &amp; LatCrit Approach to Understanding Chicana/Chicano Educational Experiences</i> . SUNY Press; Villalpando, O., and Parker, LL. (eds.). (2007). "Critical Race Theory in Educational Leadership." In <i>Educational Administration Quarterly: The Journal of Leadership for Effective &amp; Equitable Organizations</i> . Vol. 43, No. 5: 519-524. Sage Press; Villalpando, O. (2003). "Self-segregation or self-preservation? A critical race theory and Latina/o critical theory analysis of a study of Chicana/o college students." <i>The International Journal of Qualitative Studies in Education</i> , 16 (5).
Grad. Advising 2009-14:	Completed: 1 PhD, In Progress: 11 PhD
Distinctions:	Associate, National Center for Public Policy and Higher Education (2005-06); College of Education Outstanding Research Award, U of Utah (2005-06); College of Education Outstanding Faculty Teaching Award (2002-03); Postdoctoral Research Fellow, Ford Foundation/National Research Council (1999-00)
<b>Wainryb, Cecilia</b>	<b>Department of Psychology (Professor, tenured)</b>
Education:	Ph.D. University of California, Berkeley, 1989; M.A. University of Haifa, Israel, 1982; B.A. University of Haifa (1980)
Academic Experience:	Investigator, Institute for Public and International Affairs, University of Utah (2007-present); Professor, Dept. of Psychology, University of Utah (2006-present); Associate Professor, U of Utah (1999-06); Assistant Professor, U of Utah (1993-99)
Overseas Experience:	Argentina, Colombia
Languages:	Spanish (native)
% of time LAS:	50%
Specialization:	The effect of violence on childhood development (Columbia, and Argentina)
Recent Publications:	Wainryb, C., & Recchia, H. (under contract). <i>Talking about right and wrong: Parent-child conversations as contexts for moral development</i> . Cambridge University Press. Kerig, P., & Wainryb, C. (under contract). <i>Child soldiers and trauma: Developmental and clinical perspectives</i> . Special Issue of <i>Journal of Child and Adolescent Trauma</i> ; Wainryb, C., Twali, M. S., & Chaplo, S. (2013). "America's child soldiers: Toward a research agenda for studying gang-involved youth in the United States." <i>Journal of Aggression, Maltreatment, and Trauma</i> , 22, 773-795; Wainryb, C. (2011). "'And so they ordered me to kill a person': Conceptualizing the impacts of child soldiering on the development of moral agency." <i>Human Development</i> , 54, 273-300; Recchia, H., & Wainryb, C. (2011). "Youths making sense of political conflict: Considering protective and maladaptive possibilities. <i>Human Development</i> , 54, 49-59; Posada, R., & Wainryb, C. (2008). "Moral development in a violent society: Colombian children's judgments in the context of survival and revenge." <i>Child Development</i> , 79, 882-898.
Grad. Advising 2009-14:	In Progress: 1 PhD
Distinctions:	Rockefeller Foundation Writing Residency in Bellagio Center, Italy (2014), Superior Teaching Award Finalists, College of Social and Behavioral Sciences, University of Utah (2008 and 2007); Superior Research Award (2006)

<b>Zipser, Edward</b>	<b>Department of Atmospheric Sciences (Professor, tenured)</b>
Education:	Ph.D. Florida State University, 1965; M.S. Florida State University, 1960; B.S.E. Princeton University, 1958
Academic Experience:	Professor, Dept. of Atmospheric Sciences, University of Utah (1999-present); Dept. Chair (1999-05); Professor, Dept. of Meteorology, Texas A&M University (1990-99); Scientific Visitor, Mesoscale and Microscale Division, NCAR (1990-98); Senior Scientist, National Center for Atmospheric Research (NCAR) (1976-90); Ph.D. Scientist, NCAR (1966-90)
Overseas Experience:	Mexico, Caribbean, Costa Rica, Brazil
% of time LAS:	25%
LAS Courses Taught:	Global Climate Change; Tropical Meteorology
Specialization:	Regional and global distribution of storms in the tropics, field research in Costa Rica, Brazil, and Mexico
Recent Publications:	Zawislak, J., and E. Zipser. (2014). "Analysis of the thermodynamic properties of developing and nondeveloping tropical disturbances using a comprehensive dropsonde dataset. <i>Mon. Wea. Rev.</i> , 142; E.Zipser. (2013). "A climatology of tropical congestus using CloudSat." <i>J. Geophys. Res.</i> , 118 (12) 6478-6492; Liu, C., and E.J. Zipser (2013). "Regional variation of morphology of organized convection in the tropics and subtropics. <i>J. Geophys. Res.</i> 118: 453-466; Fierro, A.O., E.J.Zipser, M.A.Lemone, J.M.Straka, and J.M.Simpson (2012). "Tropical oceanic hot towers: Need they be undiluted to transport energy from the boundary layer to the upper troposphere effectively? An answer based on trajectory analysis of a simulation of a TOGA COARE convective system." <i>J. Atmos. Sci.</i> , 69, 195-213; E.J.Zipser, (2012). "Recent developments on the South American monsoon system." <i>Int. J. Climatol</i> , 32, 1-21.
Grad. Advising 2009-14:	Completed: 5 Ph.D., 3 M.S.
Distinctions:	Walter Orr Roberts Lecture, American Meteorological Society (2010); Special Award, American Meteorological Society, for "outstanding contribution to the editorial oversight of the Bulletin of the AMS (2007); Invited Lecture, NASA Goddard Space Flight Center (2004); University Space Research Association Visiting Fellowship, NASA Goddard Space Flight Center (1996-97)

#### Distance Learning Faculty and Instructors

<b>Sullivan, John</b>	<b>Department of Languages and Literature (Associate Instructor, untenured)</b>
Education	Ph.D., 1995, University of California, San Diego; M.A., 1986, University of Southern California; B.A., 1984, California State University-Dominguez Hills
Academic Experience:	Lector, 2014 IDIEZ Summer Nahuatl Institute at Yale University; Organizer, Northeastern Group of Nahuatl Studies Conference at Yale; Professor of Nahuatl Language and Culture, Universidad Autónoma de Zacatecas; Director Instituto de Docencia e Investigación Etnológica de Zacatecas, A.C. (IDIEZ); Director, Macehualli Educational Research Program
Overseas Experience:	Mexico
Languages:	Spanish (fluent), Nahuatl (fluent)
% of time LAS:	100%
LA Courses Taught:	Nahuatl
Specialization:	Latin American Studies, Mesoamerica, Nahuatl
Recent Publications:	Sullivan, J. J. (2010). "The Jalostotitlan Petitions, 1611-1618." in James Lockhart, Lisa Sousa, and Stephanie Wood, eds., <i>Sources and Methods for the Study of Postconquest Mesoamerican Ethnohistory</i> (Eugene, OR: Wired Humanities Projects, University of Oregon); Sullivan, J. J. (2006) "Espacio, lenguaje y sujeción ideológica en el cabildo tlaxcalteca a mediados del siglo XVI." In Fernández Christlieb, Federico, y Angel Julián García Zambrano, (eds). <i>Territorialidad y paisaje en el altepetl del siglo XVI</i> . México: Fondo de Cultura Económica, pp. 531-577; Sullivan, J. J. (2003). <i>Ytechcopa timoteilhuia yn tobicario (Acusamos a nuestro vicario). Pleito entre los naturales de Jalostotitlán y su sacerdote, 1618</i> . Zapopan: Colegio de Jalisco.
Distinctions:	John Guggenheim Memorial Foundation Fellowship (2007)

**Swanson, Tod D.** **School of Historical, Religious and Philosophical Studies, Arizona State University (Associate Professor, tenured)**

Education: Ph.D. University of Chicago, 1988; B.A. University of Minnesota, 1977

Academic Experience: Associate Professor, Arizona State University (1994-present); Assistant Professor (1988-1994); Visiting Assistant Professor, University of Colorado (1991-1992); Director Center for Latin America Studies, Arizona State University (1997-2007); Administered Title VI National Resource Center at ASU in Consortium with the U. of Arizona (2000-2006)

Overseas Experience: Ecuador

Languages: Spanish (native), Ecuadorian Quechua (native)

% of time LAS: 100%

LA Courses Taught: South American Indian Religions; Religion in Latin America, Amazonian Ethnobotany, Beginning through Advanced Ecuadorian Quechua/Kichwa

Specialization: Andean/Amazonian Indigenous Religion and Nature. Quechua/Kichwa, Anthropological Linguistics, Religious Studies

Recent Publications: Janis B. Nuckolls and Tod D. Swanson. "Earthy Concreteness and Anti-Hypotheticalism in Amazon Quichua Discourse," *Tipiti: Journal for the Society for the Anthropology of Lowland South America*. (forthcoming 2015); Janis Nucholls, Tod Swanson and Belinda Ramirez-Spencer. "Demonstrative Deixis in two Dialects of Amazonian Quichua *Brill*. (forthcoming 2015); Erin O'Rourke and Tod Swanson. "Tena Quichua." *Journal of the International Phonetic Association*. (2013) 43/1, 107-120; Swanson, T. "Singing to Estranged Relatives: Quicha Relations to Plants in the Ecuadorian Amazon." *Journal of Religion and Culture* Vol.3.1 (2009) 36-65.

#### **Center for Latin American Studies Administrative Staff**

**Barrett, Kevin** **Asia Center and Center for Latin American Studies (Academic Coordinator)**

Education: B.A. University of Utah, 2011

Academic Experience: Academic Coordinator, Asia Center and Center for Latin American Studies (2012-present), Graduate Advisor, Asia Center and Center for Latin American Studies (2012-present)

Overseas Experience: Spain

Languages: Spanish (fluent), Portuguese (conversational)

% of time LAS: 50%

<b>Garner, Bryce</b>	<b>Center for Latin American Studies (Administrative Officer, untenured)</b>
Education:	BA, University of Utah (History, Asian Studies) 2005
Academic Experience:	Administrative Officer, Center for Latin American Studies, University of Utah (2012-Present); Academic Coordinator, Asia Center, University of Utah (2010-July 2012)
Overseas Experience:	Cambodia, Central America, China, Japan, Vietnam
Languages Spoken:	Chinese (Mandarin) (intermediate), Japanese (fluent), Vietnamese (advanced)
% of Time LAS Studies:	50%
Distinctions:	College of Humanities Staff Excellence Award 2014
<b>Hernandez, Daniel</b>	<b>Center for Latin American Studies (K-16 Outreach Coordinator)</b>
Education:	M.Ed. University of Utah, 2013; B.A. University of Utah, 2012
Academic Experience:	K-16 Outreach Coordinator, University of Utah (2014-present); Admission and Academic Advisor, U of Utah College of Architecture + Planning, Recruitment, Diversity, admissions, Retention and Advising (2012-2014); Program Director / Teaching Assistant, Community Development in the Global South: Montverde, Costa Rica, U of Utah; Course Instructor/Adjunct Professor, Westminster College (2014); Philippines, Kingdom of Tonga, Peru, Costa Rica, Guatemala, United Kingdom
Overseas Experience:	Philippines, Kingdom of Tonga, Peru, Costa Rica, Guatemala, United Kingdom
Languages:	Spanish (native); Tagalog (fluent); Tongan (fluent); Navajo/Dine' (conversational and reading); K'iche' (conversational and reading)
% of time LAS:	50%
LA Courses Taught:	Community Leadership: International Contexts, Travel Seminar to Guatemala; Community Development in the Global South: Monteverde, Costa Rica
Specialization:	Community/School-University partnerships; multicultural education; higher education access
Recent Publications:	Hernandez, D., Bell, A. (2013). "Fai Kava: The Role of Men's Kava groups in the Kingdom of Tonga." <i>The University of Utah Undergraduate Research Abstracts</i> . (Vol. 13, p.76); Hernandez, D. & Bell, A. (in progress). "Cooperative Learning Groups and Social Transmission (Another Reason) Why Hermits are Rare in Tonga and Elsewhere." University of Utah, Department of Anthropology.

**McDonald, Caitlin**  
**Center for Latin American Studies (Academic Advisor)**  
 Education: Leadership Management Certificate, University of Utah, 2014; NACADA Summer Advising Summer Institute, 2013; M.A. University of Utah, 2013; B.A. University of Utah, 2009  
 Academic Experience: Academic Advisor, Asia Center, Center for Latin American Studies, and Peace & Conflict Studies Program (March 2010 – Present)  
 Overseas Experience: China, India, Peru, Mexico, France, Italy, UK, Croatia, Canada  
 Languages: Mandarin Chinese (conversational), French (conversational and reading, Spanish (conversational and reading)  
 % of time LAS: 50%  
 Specialization: Chinese and Indian gender history, Student Development Theory, international higher education  
 Distinctions: FLAS Graduate Award for Mandarin Chinese; Undergraduate Research Scholar Designation; International Leadership Academy; Honors Rosenblatt Scholar; Beehive Honor Society

**Center for Second Language Training and Research (L2TReC) Staff**

**Alarco, Carlos**  
**L2TReC (Instructional Technologist)**  
 Education: M.A. University of Missouri at Colombia, 2009; B.S. Utah Valley University  
 Academic Experience: Instructional Technologist, U of Utah (2013-present); Informational Technology Manager, UVU (2012-2013) Instructional Technologist, UVU (2010-2012); Information Commons Manager, Utah Valley University Library; Educational Technologist, Utah Valley University  
 Overseas Experience: Peru, Australia, Spain, Italy  
 Languages: Spanish (native)  
 % of time LAS: 25%  
 Specialization: Educational Technology; curriculum development; using technology for language instruction

## APPENDIX 2B: BRIGHAM YOUNG UNIVERSITY FACULTY/STAFF LIST

<u>Individual</u>	<u>Department</u>	<u>Page</u>
Lund, Christopher	Department of Spanish and Portuguese (Professor, tenured)	1
Alba, Orlando	Department of Spanish and Portuguese (Professor, tenured)	2
Alvord, Scott	Department of Spanish and Portuguese (Associate Professor, tenured)	2
Anderson, Val	Department of Plant and Wildlife Sciences (Professor, tenured)	3
Augustine-Adams, Kif	J. Reuben Clark Law School (Associate Professor, tenured)	3
Bateman, Blair	Department of Spanish and Portuguese (Associate Professor, tenured)	4
Blackwell, Lilia	Department of Spanish and Portuguese (Instructor, untenured)	4
Bonyata, Barbara	Department of Spanish and Portuguese (Instructor, untenured)	5
Botto, Malcolm	David M. Kennedy Center (Program Coordinator)/Center for Language Studies (Instructor)	5
Brown, Kendall	Department of History (Professor, tenured)	6
Carroll, David A.	Center for Language Studies (Instructor, untenured)	6
Christenson, Allen	Department of Humanities, Classics and Comp. Lit. (Professor, tenured)	7
Clark, John	Department of Anthropology (professor)	7
Clark, Shawn	Department of Biology (Research Professor, untenured)	8
Crookston, Benjamin	Department of Health Science (Assistant Professor, untenured)	8
Cutri, Ramona	Department of Teacher Education (Assistant Professor, untenured)	9
Davies, Kathy	Department of Spanish and Portuguese (Instructor, untenured)	9
Deaton, Jacqueline	Department of Spanish and Portuguese (Instructor, untenured)	10
Dominguez, David	J. Reuben Clark Law School (Professor of Law, tenured)	10
Elliason, Eric	Department of English (Professor, tenured)	11
Esplin, Emron	Department of English (Assistant Professor, untenured)	11
Esplin, Marlene	Department of Humanities, Classics and Comp. Lit. (Assistant Professor untenured)	12
Fails, Willis	Department of Spanish and Portuguese (Associate Professor, tenured)	12
Feinauer, Erika	Department of Teacher Education (Assistant Professor, untenured)	13
Ferrin, Scott	Department of Educational Leadership & Foundations (Associate Professor, tenured)	13
Fitzgibbon, Vanessa	Department of Spanish and Portuguese (Assistant Professor, untenured)	14
Flake, Dallan	Department of Sociology (Assistant Professor, untenured)	14
Forste, Renata	Department of Sociology (Professor, tenured)	15
Forsyth, Donald	Department of Anthropology (Professor, tenured)	15
García, Ignacio	Department of History (Professor, tenured)	16
García, Mara	Department of Spanish and Portuguese (Professor, tenured)	16
Hague, Daryl	Department of Spanish and Portuguese (Associate Professor, tenured)	17
Handley, George	Department of Humanities, Classics and Comparative Literature (Professor, tenured)	17
Hawkins, Darren	Department of Political Science (Professor, tenured)	18
Hawkins, John	Department of Anthropology (Professor, tenured)	18
Hawkins, Kirk	Department of Political Science (Associate Professor, tenured)	19
Heaton, Tim	Department of Sociology (Professor, tenured)	19
Hegstrom, Valerie	Department of Spanish and Portuguese (Associate Professor, tenured)	20
Hernández, Carl	J. Reuben Clark Law School (Professor of Law, tenured)	20
Hickman, Trent	Department of English (Associate Professor, tenured)	21
Holman, Curt	Department of Dance (Associate Professor, tenured)	21
Hopkin, Arden	Department of Music (Professor, tenured)	22
Hoskisson, Joaquina	Department of Spanish and Portuguese (Associate Teaching Professor, tenured)	22
Hull, Kerry	Department of Religion (Associate Professor, untenured)	23
Jellin, Eric	Department of Plant and Wildlife Sciences (Professor, tenured)	23
Jensen, Bryant	Department of Teacher Education (Assistant Professor, untenured)	24
Johnson, Jerald	Department of Biology (Associate Professor, tenured)	24
Johnson, Leigh	Department of Biology (Professor, tenured)	25
Johnston, Paul	Department of Nutrition, Dietetics and Food Science, (Professor, tenured)	25
Knapp, Nieves	Department of Spanish and Portuguese (Assistant Teaching Professor, tenured)	26
Krause, James	Department of Spanish and Portuguese (Assistant Teaching Professor, untenured)	26
Laraway, David	Department of Spanish and Portuguese, (Associate Professor, tenured)	27
Larson, Erik	Department of Spanish and Portuguese, Assistant Professor, untenured)	27
Lewis, Randy	Department of Chemical Engineering (Professor, tenured)	28
López, Samuel	Department of Spanish and Portuguese, (Assistant Professor untenured)	28
Lundquist, Suzanne	Department of English (Associate Professor, tenured)	29
Martinsen, Rob	Department of Spanish and Portuguese (Associate Professor, tenured)	29

Mattson, Chris	Department of Mechanical Engineering (Associate Professor, tenured)	30
Maughan, Jeff	Department of Plant/Wildlife Sciences (Professor, tenured)	30
Mella, Anne	Department of Spanish and Portuguese (Instructor, untenured)	31
Miller, Shawn	Department of History (Professor, tenured)	31
Montgomery, Cherice	Department of Spanish and Portuguese (Assistant Professor, untenured)	32
Moore, David	J. Reuben Clark Law School (Professor of Law, tenured)	32
Nelson, Everett James	Department of Civil and Environmental Engineering (Professor, tenured)	33
Nielsen, Andrea	Department of Spanish and Portuguese (Adjunct Professor, untenured)	33
Nielson, Daniel	Department of Political Science (Associate Professor, tenured)	34
Nielson, Rex	Department of Spanish and Portuguese (Assistant Research Professor, untenured)	34
Nuckolls, Janis	Department of Education (Associate Professor, tenured)	35
Núñez, Carolina	J. Reuben Clark Law School (Associate professor of Law, untenured)	35
Otterstrom, Sam	Department of Geography (Professor, tenured)	36
Page, Randy	Department of Health Science (Professor, tenured)	36
Pratt, Dale	Department of Spanish and Portuguese (Professor, tenured)	37
Quackenbush, Howard	Department of Spanish and Portuguese (Professor, tenured)	37
Reyes, Oriana	Department of Spanish and Portuguese (Instructor, untenured)	38
Rogers, Duke	Department of Biology (Professor, tenured)	38
Rosborough, Alessandro	Department of Teacher Education (Assistant Professor, untenured)	39
Rosenberg, John	Department of Spanish and Portuguese (Professor, tenured)	39
Rugh, Jacob	Department of Sociology (Assistant Professor, tenured)	40
Searcy, Michael	Department of Anthropology (Assistant Professor, untenured)	40
Sherman, Alvin	Department of Spanish and Portuguese (Professor, tenured)	41
Shumway, Jeff	Department of History (Assistant Professor, tenured)	41
Siegmund, Marianne	Harold B. Lee Library (Associate Librarian, tenured)	42
Sites, Jack	Department of Biology, Professor tenured)	42
Smead, Robert	Department of Spanish and Portuguese (Associate Professor, tenured)	43
Smith, Timothy	Department of Psychology (Professor, tenured)	43
Stallings, Gloria	Department of Spanish and Portuguese (Instructor, untenured)	44
Stallings, Gregory	Department of Spanish and Portuguese (Assistant Professor, untenured)	44
Steffen, Patrick	Department of Psychology (Associate Professor, tenured)	45
Terry, Richard	Department of Plant and Wildlife Sciences (Professor, tenured)	45
Thompson, Gregory	Department of Spanish and Portuguese (Assistant Professor, untenured)	46
Turley, Jeffrey	Department of Spanish and Portuguese (Associate Professor, tenured)	46
Udall, Josh	Department of Plant and Wildlife Sciences (Associate Professor, tenured)	47
Wakefield, Lee	Department of Dance (Professor, tenured)	47
Ward, Evan	Department of History (Associate Professor, tenured)	48
Weatherford, Douglas	Department of Spanish and Portuguese (Associate Professor, tenured)	48
Whiting, Erin	Department of Teacher Education (Assistant Professor, untenured)	49
Williams, Fred	Department of Spanish and Portuguese (Professor, tenured)	49
Williams, Lynn	Department of Spanish and Portuguese (Professor, tenured)	50
Williams, Mabel	Department of Spanish and Portuguese (Instructor, untenured)	50
Wilson, Mac	Department of Spanish and Portuguese (Visiting Professor, untenured)	51
Wiseman, David	Department of Humanities (Latin America and Iberian Studies Librarian)	51
Witherspoon, Tomoe	Department of Spanish and Portuguese (Instructor, untenured)	52
Worthen, Kevin	Brigham Young University (President)	52
Wright, John	Harold B. Lee Library (Senior Librarian, tenured)	53
Wright, Mark	Department of Religion (Assistant Professor, untenured)	53
<b>Kennedy Center Administrators/Staff</b>		
Christiansen, Brenda	FLAS Coordinator	54
Elliot, Timothy Lynn	Director of International Programs	54
Holiday, Steven	Staff, Publications Coordinator	55
Larsen, Kirk	Director of Academic Programs and Research	55
Leonard, Cory	Assistant Director	56
Ringer, Jeffrey	Director	56
<b>Center for Language Studies Administrators</b>		
Clifford, Ray	Director and Associate Dean College of Humanities	57
Welch, Agnes	Program Manager	57

<b>Lund, Christopher</b>	<b>Department of Spanish and Portuguese (Professor, tenured)</b>
Education:	Ph.D., University of Texas (Portuguese), 1974; M.A., University of Texas (Portuguese), 1970; B.A., Brigham Young University (Portuguese) 1967.
Academic Experience:	Coordinator, Latin American Studies, Brigham Young University, 2007–Present; Professor, Brigham Young University 1997–Present; Portuguese Section Head, Brigham Young University, 2000–2004; Chair, Department of Spanish and Portuguese, Brigham Young University, 1997–2000; Graduate Coordinator, 1995–1997; Visiting Professor, Romance Languages, Princeton University, 1990; Director, Rutgers Language Translation/Interpretation Institute (Spanish and Portuguese) 1990; Associate Professor, Department of Spanish and Portuguese, Rutgers University, 1981–1992; Chair, Luso-Brazilian Section, NEMLA, Albany, N.Y., 1977; Assistant Professor, Department of Spanish and Portuguese, Rutgers College, 1974–1981; Adjunct Instructor, Department of Spanish and Portuguese, Rutgers College 1973–1974. Presenter and Author, Universidade Nova de Lisboa, Portugal, 2008; Presenter and Author, Rio de Janeiro, Brazil, 2007; Presenter and Author, Universidade de Évora, Portugal, 2005; Presenter and Author, UC Santa Barbara, 2005; Portuguese Interpreter, New Jersey Court System, 1977–1990.
Overseas Experience:	Brazil, Portugal, Spain, Dominican Republic, Panama, Colombia, Ecuador, Argentina, Peru, Uruguay, Mexico.
Languages:	Portuguese (fluent), Spanish (Fluent).
% of time LAS:	100%
LAS Courses Taught:	Spanish Conversation/Composition, Portuguese Advanced Grammar, Reading and Culture, Luso-Brazilian Civilization and Culture, Portuguese Literature, Brazilian Literature, Advanced Grammar and Style, Literature and Culture in Brazil, Twentieth-century Portuguese Literature, Contemporary Brazilian Literature, History of Portugal, Realism in Portuguese Literature, Brazilian Narrative, Theatre of Gil Vicente, Camões and the Renaissance, History of the Portuguese Language, Brazilian Modernism, Seminar on Fernando Pessoa.
Specialization:	Portuguese Literature, Brazilian Colonial Literature, Luso-Brazilian Culture.
Recent Publications:	<i>The Story of Predestined Pilgrim and His Brother Reprobate</i> , Arizona Center for Medieval and Renaissance Studies (2014); <i>Anedotas Portuguesas e memórias biográficas da corte quinhentista</i> , Coimbra: Livraria Almedina (1980); “Camões nos interstícios dos arquivos: momentos heureka,” Centro Interuniversitário de Estudos Camonianos, Braga (2013); “Vieira e Gusmão: Simplicidade Rebuscada e a Arte Retórica do Sermão,” <i>Padre António Vieira: O Tempo e os seus Hemisférios</i> , Lisboa, Edições Colibri (2011); <i>Singular People</i> , (translation), UCSB (2009); <i>Initiation into Portuguese Literature</i> , (translation), UCSB (2008); “Alegorias de Salvação: A História do Predestinado e seu Irmão Precito (1682) e Pilgrim’s Progress (1678),” Rio de Janeiro: CCAA Editora (2008); “Tunica Doloris,” <i>BYU Studies</i> (2008); <i>O Parnaso de Vila Viçosa (1618)</i> , (ed., intro, notes), Rio de Janeiro: H.P. Comunicação Editora (2003);
Grad Advising 2009–2014:	4
Distinctions:	Internship Development, Latin American Embassies, Washington, D.C., 2010; John Carter Brown Research Fellow, Brown U., 2002; Torre do Tombo Research Fellowship, Lisbon, Portugal, 2000; Oskar Nobiling Medal, Brazilian Society of Language, 1997; Junior Faculty Fellowship, Rutgers Research Council, 1976; Humanities Fellowship, University of Texas, 1973

<b>Alba, Orlando</b>	<b>Department of Spanish and Portuguese (Professor, tenured)</b>
Education:	PhD., (Hispanic Philology), Spain; M.A., (Linguistics), Puerto Rico; B.A., Pontificia Universidad Católica Madre y Maestra, Dominican Republic, (Education), 1972.
Academic Experience:	Professor, Brigham Young University; Section Head of Linguistics, Brigham Young University; Professor, Universidad Católica Madre y Maestra; Director of the Philosophy and Letters Department, Universidad Católica Madre y Maestra, 1981–1984; Graduate Coordinator in Linguistics, Universidad Católica Madre y Maestra, 1987–1991; Dominican Republic's delegate, ALFAL, 1987–1991.
Overseas Experience:	Dominican Republic.
Languages:	Spanish (native speaker).
% of time LAS:	100%
LAS Courses Taught:	Spanish Phonetics and Pronunciation, Hispanic Dialectology.
Specialization:	Sociolinguistics, dialectology, and lexicology of Spanish.
Recent Publications:	Variación fonética y diversidad social en el español dominicano de Santiago, Santiago <i>PUCMM</i> (1990); El español dominicano dentro del contexto Americano, Santo Domingo: Librería La Trinitaria (1995); El México disponible de la República Dominicana. <i>PUCMM</i> , Santiago (1995).
Grad Advising 2009–14:	2
Distinctions:	Member, Association of Linguistics and Philology of Latin America (ALFAL) 1976–Present; Member of the Academy of Sciences of the Dominican Republic, 1989–Present; Member, Dominican Association of Fulbright Fellows, 1989.
<b>Alvord, Scott</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., University of Minnesota (Hispanic Linguistics), 2006; M.A., University of Minnesota (Hispanic Linguistics), 2003; B.A., (Spanish), 1998.
Academic Experience:	Assistant Professor, Brigham Young University, 2006–Present
Overseas Experience:	Venezuela, Puerto Rico, Cuba
Languages:	Spanish (fluent), Portuguese (conversational).
% of time LAS:	100%
LAS Courses Taught:	Cultural Survey, Rel. Studies in a World Setting, University Spanish, Spanish Conversation, Third-Year Spanish Reading, Grammar and Culture, Spanish Phonetics and Pronunciation, Intro to Spanish Literature, Iberian Civilization, Spanish American Culture and Civilization, Contemporary Culture, Academic Internship, Fourth-Year Grammar, Spanish and English Structure, Survey Spanish Literature, Special Topics in Spanish-American Literature, Spanish Phonetics and Phonology, Seminar in Spanish Linguistics.
Specialization:	Spanish Phonology, Sociolinguistics, and Spanish in the U.S.
Recent Publications:	“Miami-Cuban Spanish Vowels in Contact,” <i>Equinox Publishing</i> (2014); “Perceived Foreign accent: Extended Stays Abroad, Level of Instruction and Motivation,” <i>American Council on the Teaching of Foreign Languages</i> (2014); “Cultural Sensitivity and the Acquisition of Spanish Phonology” (2012); “Factors Influencing the Acquisition of Spanish Voiced Stop Spirantization During and Extended Stay Abroad” (2012).
Grad Advising 2009–14:	6

<b>Anderson, Val</b>	<b>Department of Plant and Wildlife Sciences (Professor, tenured)</b>
Education:	PhD., Texas A&M University (Range Science), 1988; M.A., Utah State University (Range Science), 1985; B.A., Utah State University (Range Science), 1982.
Academic Experience:	Professor, Brigham Young University, 1999–Present; Presenter and Author, China, 2013; Presenter and Author, China, 2008.
Overseas Experience:	Bolivia, Ecuador, China, Morocco, Australia.
Languages:	Spanish (fluent).
% of time LAS:	25%
Specialization:	Wildlife and Wildland Conservation, Rangeland Plant and Ecology, Rangeland Veg Measurements, Bolivian Altiplano
Publications:	“Community Response to False Hellebore Management: implications for harvest,” <i>Native Plants Journal</i> (2013); “Establishment with Pre-seeding Disturbance in Three Plant Communities,” <i>International Research Journal of Agricultural Sci. and Soil Sci.</i> (2013); “Seasonal Dynamics of Forage Shrub Nutrients on Rangelands,” <i>Rangelands</i> (2011); “Rebuttal response: Disturbance to surface lithic components of archaeological sites by drill seeding,” <i>Rangeland Ecology and Management</i> (2011); “Preferencia de forrajes introducidos por el ganado vacuno y ovino en el Altiplano Bolivia,” <i>Biotechnia</i> (2010).
<b>Augustine-Adams, Kif</b>	<b>J. Reuben Clark Law School (Associate Professor, untenured)</b>
Education:	J.D., Harvard Law School, 1992; B.A., Brigham Young University (International Relations), 1988; B.A., Brigham Young University (English), 1988.
Academic Experience:	Committee/Council Chair, Law and Society Section, Latin American Studies Association, Brigham Young University, 2007–2010; Visiting Professor of Law, Peking University School of Transnational Law, China, 2009; Visiting Professor of Law, Boston College, 2007–2008; Author and Presenter, El Colegio de Mexico, 2013; Author and Presenter, University of Sonora, Mexico, 2011.
Overseas Experience:	Argentina, Mexico, China.
Languages:	Spanish (fluent),
% of time LAS:	25%
LAS Courses Taught:	Torts, Public International Law, Law School Seminar, Latino immigration.
Specialization:	Citizenship, race, and gender issues in Latin American legal history.
Recent Publications:	"Prohibir el mestizaje con chinos: solicitudes de amparo, Sonora, 1921–1935," <i>Revista de Indias</i> (2012); "Marriage and Mestizaje, Chinese and Mexican: Constitutional Interpretation and Resistance in Sonora, 1921–1935," <i>Law and History Review</i> (2011); “Making Mexico: Mexican Nationality, Chinese Race and the 1930 Population Census,” <i>Law and History Review</i> (2009).
Distinctions:	Charles E. Jones Professor of Law, J. Reuben Clark Law School, 2007–Present; Fulbright Distinguished Chair, Renmin University School of Law, Beijing, China, 2013–2014; Annual Teaching Award, BYU Faculty Women’s Association, 2011; Fulbright Scholar, Researcher/Lecturer, University of Buenos Aires, 2003.

<b>Bateman, Blair</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., University of Minnesota (Curriculum and Instruction, Second Languages and Cultures Education), 2002; M.A., Brigham Young University (Portuguese Pedagogy), 1995; B.A., Brigham Young University (Music and Portuguese), 1991.
Academic Experience:	Associate Professor, Brigham Young University, 2010–Present; Assistant Professor, Brigham Young University, 2002–2010.
Overseas Experience:	Brazil, Portugal.
Languages:	Portuguese (fluent), Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Foundations of Immersion, Modern Latin America, Brazil, Research in TESOL, World Music, First-Year Portuguese, Portuguese for Spanish Speakers, Third-Semester Portuguese, Third-Year Grammar and Composition, Brazilian Civilization, Directed Research Portuguese, Exploration of Teaching a Foreign Language, Multicultural Education, Theory and Methods of Education, Spanish American Culture and Civilization, Hispanic Language Teaching Research, Teaching Oral and Literacy Skills, Principles of Foreign Language Teaching.
Specialization:	Pedagogy
Recent Publications:	“Students’ motivations for choosing or not to study Portuguese: A survey of beginning university-level classes,” <i>AATSP</i> (2012); “Review of the book Questionnaires in second language research: Construction, administration and processing by Zoltan Domyei with Tatsuya Taguchi,” <i>Modern Language Journal</i> (2011). <i>Methods of Language Teaching</i> , London, Routledge (2011) co-author; “Spanish for heritage speakers: A statewide survey of secondary school teachers,” <i>Foreign language Annals</i> , (2010); “Diversity: The Challenges of 21st Century Educators,” CAPES/FIPSE (2010).
Grad Advising 2009–14	8
Distinctions:	Benjamim Cluff Jr. Award of Excellence in Education, Brigham Young University, 2011.
<b>Blackwell, Lilia</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	M.A. (Spanish), 2002
Academic Experience:	Instructor, Brigham Young University.
Overseas Experience:	Mexico
Languages:	Spanish (fluent).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b)
% of time LAS:	100%
LAS Courses Taught:	Spanish Conversation, Third-Year Spanish Reading, Grammar and Culture.
Specialization:	Spanish

<b>Bonyata, Barbara</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	M.A., Brigham Young University (Peninsular Literature), 1994.
Academic Experience:	Instructor, Brigham Young University.
Overseas Experience:	Spain, Mexico
Languages:	Spanish (fluent).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b)
% of time LAS:	100%
LAS Courses Taught:	Intro to Spanish Literature, Survey of Spanish Literature, Directed Research.
Specialization:	Spanish
<b>Botto, Malcolm</b>	<b>David M. Kennedy Center (Program Coordinator), Center for Language Studies (Instructor)</b>
Education:	M.A., Brigham Young University (Mass Communication), 2007; B.A., Brigham Young University (Linguistics and Anthropology), 2001.
Academic Experience:	Program Coordinator, International Internships, Brigham Young University 2006–Present; Instructor of K'iche', Brigham Young University, 2004–Present; K'iche' and Spanish Translator/Interpreter, Utah State Attorney General's Office, 2004–Present; K'iche', Q'eqchi' and Spanish Translator, MasterWord Services, 2001–Present; Production Assistant, Cultural and Creative Consultant of Living Legends, Brigham Young University, 2004-2006; Guatemala Field Facilitator/Latin America Area Facilitator, Brigham Young University, 1999–2003.
Overseas Experience:	Argentina, Guatemala.
Languages:	Spanish (native speaker), K'iche'-Mayan (fluent), K'eqchi'-Mayan (fluent), Portuguese (conversation), Kaqchikel-Mayan (conversation).
Pedagogy Training:	Mandatory CLS pedagogy training held each semester (see Section 4.C.b)
% of time LAS:	75%
LAS Courses Taught:	Introduction to K'iche'.
Specialization:	K'iche'.
Distinctions:	FLAS Summer Fellowship, 2003; National Science Foundation for Field Research in Guatemala, 2002; Performer at Winter Olympics Opening Ceremonies, 2002.

<b>Brown, Kendall</b>	<b>Department of History (Professor, tenured)</b>
Education:	Ph.D., Duke University (History), 1979; M.A., Duke University (History), 1975; B.A., Brigham Young University (History), 1973.
Academic Experience:	Professor, Brigham Young University, 1991–Present; Department Chair, Brigham Young University, 1993–1999; Assistant Professor, Hillsdale College, 1982–1985; Visiting Assistant Professor, University of North Carolina Charlotte, 1981–1982; Visiting Professor, Universidade Federal de Santa Catarina, Brasil, 1979–1981.
Overseas Experience:	Brazil, Peru, Spain.
Languages:	Spanish (fluent), Portuguese (fluent), French (reading).
% of time LAS:	100%
LAS Courses Taught:	World Civilization to 1500, Contemporary and Colonial Latin America, Modern Latin America, Age of Enlightenment.
Specialization:	Latin America history and economic relations.
Recent Publications:	“Brazilian Police Massacre Slum Dwellers,” <i>Salem Press</i> (2003); “La regulamentación estatal de la mina de mercurio de Huancavelica,” <i>Press of the Pontificia Universidad Católica del Perú</i> (2002); <i>Imperial Reform in Eighteenth-Century Arequipa</i> , University of New Mexico Press (1986); <i>Political and Economic Pluralism in the Third World</i> , Hillsdale College Press (1986); <i>The Royal Treasuries of the Spanish Empire in America</i> , Duke University Press (1982);
Distinctions:	Alcuin Award, Brigham Young University, 2008–2010; National Endowment for the Humanities, Research Fellowship, 1986–1987; Duke University International Studies Center Fellowship, 1974–1975; National Merit Scholar, 1967–1973.
<b>Carroll, David Alexander</b>	<b>Center for Language Studies (Instructor, untenured)</b>
Education:	M.S., Brigham Young University (Environmental Science), expected 2015; B.S., Brigham Young University (Environmental Science), 2013.
Academic Experience:	Brigham Young University, Teacher and Graduate Research Assistant, Plant and Wildlife Sciences Department
Overseas Experience:	Haiti
Languages:	Haitian Creole (Fluent); Lesser Antillean Creole French (Conversant)
% of time LAS:	100%
LAS Courses Taught:	Will teach Haitian Creole Courses
Specialization:	Haitian Creole, French Caribbean Creole Languages, International Development, Refugees
Distinctions:	Graduated Magna Cum Laude from Brigham Young University, 2013; Clinton Global Initiative University Delegate, 2013-14

<b>Christenson, Allen</b>	<b>Department of Humanities, Classics and Comp. Lit. (Professor, tenured)</b>
Education:	Ph.D., University of Texas Austin (History and Art), 1998; M.A., University of Texas Austin (History and Art), 1996; Doctor, Malcom Grow Medical Center (Dentistry), 1984; B.A., Brigham Young University (Zoology), 1980.
Academic Experience:	Associate Professor Brigham Young University, 2004–Present; Presenter and Author, Belgium, 2103; Presenter and Author, Mexico, 2012.
Overseas Experience:	Guatemala, Mexico, Belize.
Languages:	Spanish (fluent), Mayan languages (conversational).
% of time LAS:	100%
LAS Courses Taught:	Northern Mesoamerican Art, Southern Mesoamerican Art, Literary Relations, Colloquy in Comparative Studies, American Humanities: Colonial–1876, Area Studies, Cultural Survey-England, Western Humanities, Junior Seminar, Seminar in the Humanities.
Specialization:	Mayan art and culture.
Recent Publications:	<i>The Popol Vuh in Myth, Cosmology and Ritual Practice</i> , University of Colorado Press (2013); “Once They Were Foreigners but Now They Are Mayan,” <i>Proceedings of the 16th European Maya Conference of the Association of European Mayanists</i> (2021); “The Use of Chiasmus by the Ancient K’iche’-Maya,” <i>University Press of Colorado</i> (2012).
Distinctions:	College of Humanities Professorship Precolumbian Studies, Brigham Young University, 2009–2013; University Young Scholar Award, Brigham Young University, 2012–2013.
<b>Clark, John</b>	<b>Department of Anthropology (Professor, tenured)</b>
Education:	Ph.D. University of Michigan, 1994; M.A. Brigham Young University, 1979; B.S. Brigham Young University, 1976
Academic Experience:	Professor, Anthropology Dept. (1990–13); Director of the New World Archaeological Foundation (NWAf) (1987–09); Archaeologist, NWAf (1985–87); Staff Archaeologist and Laboratory Assistant, NWAf (1982–84); Lab supervisor, NWAf (1978–81); Lab Assistant, NWAf (1977).
Overseas Experience:	Mexico, Guatemala.
Languages:	Spanish (fluent)
% of time LAS:	100%
LAS Courses Taught:	Introduction to Archaeology and Field Methods; Archaeology of Social and Political Complexity; Economic Anthropology; Ancient Technology; Social Organization; Myth and Ritual in the Southwest U.S.; Archaeology of the Olmecs; Mesoamerican Kingship.
Specialization:	Mesoamerican archaeology
Recent Publications:	<i>Proyecto Arqueológico Cantón Corralito</i> , Chiapas, Mexico: Temporada 2004. Final field report to the Instituto Nacional de Antropología e Historia, Mexico City; Proyecto Prospección Arqueológica en la Cuenca Superior del Río Grijalva en Guatemala,” Preliminary Report to the Departamento de Monumentos Prehispánicos y Coloniales, Instituto de Antropología e Historia Ministerio de Cultura y Deportes, Guatemala City; “First Towns in the Americas: Searching for agriculture, population growth, and other enabling conditions,” <i>Becoming Villagers: Comparing Early Village Societies</i> , 6, (2010). “Hands and hearts: How Aztecs measured their world,” <i>Mesoamerican Voices</i> , 3 (2010);

<b>Clark, Shawn</b>	<b>Department of Biology (Research Professor, untenured)</b>
Education:	Ph.D., Ohio State University (Entomology), 1987; M.S., Brigham Young University (Entomology), 1982; B.S., BYU (Zoology), 1979.
Academic Experience:	Mentored Research, Brigham Young University; Presenter and Author, National Science Foundation, 2012; Presenter and Author, Monte L. Bean Life Science Museum, 2010.
Overseas Experience:	Uruguay, Paraguay, Venezuela, Mexico, Costa Rica, Ecuador, Santa Lucia.
Languages:	Spanish (fluent)
% of time LAS:	50%
Specialization:	Insects (particularly beetles) of North America and the Caribbean
Recent Publications:	Numerous articles published on leaf beetles in North America and the Caribbean, including: "Leaf Beetles of the Cayman Islands, Coleoptera: Chrysomelidae," <i>Insecta Mundi</i> (2013); Shin C, Chaboo CS, Clark SM. Revision of the endemic Hispaniolan genus <i>Asteriza</i> Chevrolat, 1836, with description of two new species (Coleoptera: Chrysomelidae: Cassidinae: Ischyrosomychini). <i>Zootaxa</i> . 2012; "La clasificación mundial de los crisomelidos (Coleoptera: Chrysomelidae). Taller Internacional de Sistemática y Ecología de Insectos de la Reserva de la Biofera El Cielo, Tamaulipas. Ciudad Victoria, Tamaulipas, México. 2006.
Distinctions:	Presidential Fellow, Ohio State University. Mentoring Environment Grant, 2010.
<b>Crookston, Benjamin</b>	<b>Department of Health Sciences (Assistant Professor, untenured)</b>
Education:	Ph.D., University of Utah (Public Health), 2009; M.P.H., Brigham Young University (Public Health), 2006; B.S., Brigham Young University (Zoology), 2003.
Academic Experience:	Assistant Professor, Brigham Young University 2011-Present; Assistant Professor, University of Utah, 2010-2011.
Overseas Experience:	Peru
% of time LAS:	25%
LAS Courses Taught:	International Health, Mentored Research, Field Experience Section, Study Abroad
Specialization:	Public Health Policy, Youth Health Policy
Recent Publications:	"What difference can fathers make? Early Paternal absence compromises Peruvian Children's growth" <i>Maternal and Child Nutrition</i> 9(1) (2013); "Peru's national folic acid fortification program and its effects on neural tube defects in Lima" <i>Revista Panamericana de Salud Pública</i> 32(6) (2012); "Impact of early and concurrent stunting on cognition," <i>Maternal and Child Nutrition</i> 7(4) (2011);
Distinctions:	Bill and Melinda Gates Foundation grant to further investigate child growth recovery in Peru, Ethiopia, India and Vietnam

<b>Cutri, Ramona</b>	<b>Department of Teacher Education (Assistant Professor, untenured)</b>
Education:	PhD, UC Los Angeles (Education), 1997; B.A., UC Los Angeles (English).
Academic Experience:	Assistant Professor, Brigham Young University, 2007–Present; Adjunct Professor, Brigham Young University, 2001–2007; Assistant Professor, Brigham Young University 1998–2001; Language Enrichment and Cultural Exchange, Ciudad Universidad de Morelia, Michoacán, Mexico, 1988.
Overseas Experience:	Mexico.
Languages:	Spanish (fluent).
% of time LAS:	25%
LAS Courses Taught:	Courses on urban, multicultural and multilingual education, Latino focus.
Specialization:	Multicultural Education, Teacher Education.
Recent Publications:	<i>Holistic multicultural education: Pedagogy for the 21st century</i> , Rowan and Littlefield Education Press (2007); “Negotiating cross class identities while living a curriculum of moral education,” <i>Teachers College Record</i> (2012); “Expression of ethnic identity in preadolescent Latino students: Implications for culturally relevant pedagogy,” <i>International Journal of Inclusive Education</i> (2011); “Overcoming deficit theory toward English language learners: Technological possibilities,” <i>Teacher Education Quarterly</i> (2010).
Distinctions:	UCLA Dean's Scholar Fellowship Recipient, 1993.
<b>Davies, Kathy</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	M.A., Brigham Young University (Spanish Pedagogy) 1989; B.A., Brigham Young University (Spanish and Journalism), 1987
Academic Experience:	Instructor, Brigham Young University.
Overseas Experience:	Spain, Chile.
Languages:	Spanish (fluent).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b).
% of time LAS:	100%
LAS Courses Taught:	University Spanish 3, Techniques of Spanish Instruction.
Specialization:	Spanish.

<b>Deaton, Jacqueline</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	JD, Brigham Young University, 2009; M.A. (Spanish), Brigham Young University, 2002.
Academic Experience:	Instructor, Brigham Young University.
Overseas Experience:	Spain.
Languages:	Spanish (fluent).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b)
% of time LAS:	100%
LAS Courses Taught:	Third-Year Spanish Reading, Grammar and Culture.
Specialization:	Spanish.
<b>Dominguez, David</b>	<b>J. Reuben Clark Law School (Professor of Law, tenured)</b>
Education:	J.D. Boalt Hall School of Law, UC Berkeley, 1980; B.A., Yale University, 1977.
Academic Experience:	Professor, J. Reuben Clark Law School, Brigham Young University (1989–present); Team-teacher, Utah Valley State College (2005); Professor, Executive MBA Program, Brigham Young Univ. (2000–03); Professor of Criminal Law, Seattle Univ. Law School (summer 2002); Visiting Law Professor, Hastings College of the Law, University of California, San Francisco (1995); Hewlett Visiting Scholar, Ohio State Univ. Law School (1996);
Overseas Experience:	Mexico.
Languages:	Spanish (fluent).
% of time LAS:	50%
LAS Courses Taught:	Community Lawyering; Legal Problem-solving for Equal Justice; Criminal Law; Legal Negotiation and Settlement; Labor Law; Individual Employment Rights; Public Policy Negotiation
Specialization:	Workplace Law; Public Interest; Law School Instructional Innovation; Role of the Legal Actor in Achieving Social Justice; Latino minority communities.
Recent Publications:	“A Walk of Thanksgiving,” <i>Clark Memorandum</i> , J. Reuben Clark Law School (Fall 2010); “The Ecology of Cultural Justice in Legal Education: How Affirmative Action Can Become Race Neutral by 2028,” <i>University of Oregon Law Rev.</i> 158 (2009); “Community Lawyering in the Juvenile Cellblock: Creative Uses of Legal Problem Solving to Reconcile Competing Narratives in Prosecutorial Abuse, Juvenile Criminality, and Public Safety,” <i>Journal of Dispute Resolution</i> (2007).
Distinctions:	Raymond Uno Award for Advancement of Minorities in Legal Profession, Utah State Bar (2012); Lifetime Achievement Award for Service to Latino Community, Utah Valley Univ. (2012); Award for Exceptional Service to BYU Law School Community (2012); Beacon of Hope Award, International Healthcare (2011); Distinguished Service Award, Government and Public Law Society, J. Reuben Clark Law School (2010).

<b>Elliason, Eric</b>	<b>Department of English (Professor, tenured)</b>
Education:	Ph.D., University of Texas Austin (American Civilization), 1998; M.A., UT Austin (Anthropology), 1994; B.A., BYU (Linguistics), 1992.
Academic Experience:	Professor, Brigham Young University, 2010–Present; Associate Professor, Brigham Young University, 2004–2010; Assistant Professor, BYU, 1997–04.
Overseas Experience:	Caribbean countries, Mexico.
Languages:	Spanish (fluent).
% of time LAS:	50%
LAS Courses Taught:	Introduction to Folklore; American Folklore, Masterpieces of American Literature, Graduate Seminar in Folklore Studies.
Specialization:	Folklore of North and South America, American Literature.
Recent Publications:	“Warrior Ways: Explorations in Modern Military Folklore,” <i>Utah State University Press</i> (2012); <i>Black Velvet Art</i> , Oxford: University Press of Mississippi (2011).
Distinctions:	Meritorious Service Medal (2008); Combat Action Badge (2005); Parachutist Badge (2004); American Library Association Outstanding Reference Source Award (2001).
<b>Esplin, Emron</b>	<b>Department of English (Assistant Professor, untenured)</b>
Education:	Ph.D., Michigan State University (English), 2008.
Academic Experience:	Assistant Professor, Brigham Young University 2013–Present; Assistant Professor, Kennesaw State University 2008; Faculty member, International School on the Americas, University of Graz, Austria 2008–2012.
Overseas Experience:	Mexico, Central America.
Languages:	Spanish (fluent).
% of time LAS:	50%
LAS Courses Taught:	Intro to English Studies, Writing Literary Criticism, The Literature of the Greater Mexico, Poe and the Rio de la Plata.
Specialization:	Comparative Literature between US and Spanish America.
Recent Publications:	“Borges Philosophy on Poe’s Composition,” <i>Comparative Literature Studies</i> (2013); “Racial mixture and Civil War: The histories of US South and Mexico in the novels of William Faulkner and Carlos Fuentes,” <i>Michigan State University</i> (2008); “Encountering the Melancholy Swan: Edgar Allen Poe and Nineteenth-Century Mexican Culture,” Rafaela Olea Franco and Pamela Vincenteno Bravo. Trans. Marlene Hansen Esplin; Esplin, Emron, and Margarida Vale de Gato, eds. <i>Translated Poe</i> . Bethlehem, PA: Lehigh UP, forthcoming.

<b>Esplin, Marlene</b>	<b>Department of Humanities, Classics and Comp. Lit. (Assistant Professor, untenured)</b>
Education:	Ph.D., Michigan State University, Hispanic Cultural Studies, 2012; M.A., Brigham Young University, Comparative Literature, 2003; B.A., Brigham Young University Humanities, 2001.
Academic Experience:	Assistant Professor, Brigham Young University 2012–Present; Country Director Help International, Guatemala; Adjunct Professor of World Literature, Kennesaw State University, 2008–2012; Presenter and Author, 2014; Presenter and Author, New York University, 2014.
Overseas Experience:	Guatemala.
Languages:	Spanish (fluent), Portuguese (advanced).
% of time LAS:	75%
LAS Courses Taught	Western Humanities, Latin American Humanities.
Specialization:	20 <sup>th</sup> -Century Latin American Literatures, 20 <sup>th</sup> -Century Latino/a and Chicano/a Literatures.
Publications:	“El desplazamiento de binarismos y la función retórica de ‘la hibridez’ en <i>Naufraios</i> ,” <i>Atenea</i> 27.1 [Special Issue on (Post) Colonialism and (Trans) Nationalism] (2007); “Revisions and Recontextualizations of Alice Munro’s Short Fiction,” <i>Eureka Studies in Teaching Short Fiction</i> (2006); “Encountering the Melancholy Swan: Edgar Allen Poe and Nineteenth Century Mexican Culture1,” (Rafaela Olea Franco and Pamela Vincenteno Bravo) Trans. Marlene Hansen Esplin; Esplin, Emron, and Margarida Vale de Gato, eds. <i>Translated Poe</i> . Bethlehem, PA: Lehigh UP, forthcoming.
Distinctions:	Graduate School Dissertation Completion Fellowship, MSU (Spring 2012), Summer Dissertation Fellowship, MSU (Summer 2008), Portuguese FLAS, MSU/USDE (Summer 2006), Global Literary and Cultural Studies Fellowship, MSU (Fall 2006–Spring 2006).
<b>Fails, Willis</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., University of Texas at Austin (Ibero-Romance Philology and Linguistics), 1984; M.A., Brigham Young University (Spanish Language), 1977; B.A., Brigham Young University (Spanish) 1975.
Academic Experience:	Professor, Brigham Young University.
Overseas Experience:	Brazil, Portugal, Spain, Mexico.
Languages:	Portuguese (fluent), Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Phonetics and Pronunciation, Survey Luso-Brazilian Linguistics, Advanced Portuguese Grammar, History of Portuguese Language, Academic Internship, Third-Year Spanish Reading, Grammar and Culture, Spanish Phonetics and Pronunciation, Survey of Hispanic Linguistics, Hispanic Linguistics.
Specialization:	Linguistics, Ibero-American Linguistics.
Recent Publications:	“O grau de nasalização das vogais oronasais no português paulistano e no espanhol mexicano: Um estudo experimental comparativo,” <i>American Association of Teachers of Spanish and Portuguese</i> (2011).
Grad Advising 2009–14:	2

<b>Feinauer, Erika</b>	<b>Department of Teacher Education (Assistant Professor, untenured)</b>
Education:	Ph.D., Harvard Graduate School of Education (Human Development and Psychology), 2006; M.A., Harvard Graduate School of Education (International Education Policy), 1999; B.A., Brigham Young University (French Teaching), 1996.
Academic Experience:	Assistant Professor, Brigham Young University 2007–Present; Visiting Professor, Westminster College, 2006; Instructor, Harvard University 2004; Presenter and Author, ALER, Texas, 2013; Presenter and Author, Colorado, 2013.
Overseas Experience:	Mexico.
Languages:	Italian (conversational), French (fluent), Spanish (reading).
% of time LAS:	75%
LAS Courses Taught:	Emergent Literacy in Latino communities.
Specialization:	Language and literacy, bilingualism, ethnic identity, developmental processes in context, immigration and education, teacher education, teacher evaluation, education policy, research methods.
Recent Publications:	“Rethinking Teacher Evaluation: A Conversation about Statistical Inferences and Value-added Models,” <i>Harvard Education Publishing Group</i> (2013); “Cross-language Transfer of Early Literacy Skills: An Examination of Young Learners in a Two-way Bilingual Immersion Elementary School,” <i>Taylor &amp; Francis</i> (2013); “Taking a Closer Look at Latino Parents at One Spanish-English Two-way Immersion Charter School,” <i>Routledge</i> (2012).
<b>Ferrin, Scott</b>	<b>Department of Educational Leadership &amp; Foundations (Associate Professor, tenured)</b>
Education:	Ed.D., Harvard Graduate School of Education (Administration, Planning and Social Policy), 1996; M.Ed., Harvard Graduate School of Education (Administration, Planning and Social Policy), 1989; JD, J. Reuben Clark Law School, Brigham Young University, 1984; B.A., Brigham Young University (English), 1980.
Academic Experience:	Associate Professor, Brigham Young University, 1997–Present; Adjunct Professor, Brigham Young University, 2000–Present; Presenter and Author, Peru, 2011; Executive Assistant to the President, Bryant College, Rhode Island, 1995–2000; Adjunct Professor, Johnston & Wales University, Rhode Island, 1997.
Overseas Experience:	Bolivia, Peru.
Languages:	Spanish (fluent).
% of time LAS:	25%
Specialization:	English Language Learners and Hispanic Students in the US.
Recent Publications:	“Current Legal Updates on English Language Learners for Principals,” <i>The Principal’s Handbook</i> , Dayton, Ohio: <i>The Education Law Association</i> (2012); “Mexican American Parental Participation in Public Education in an Isolated Rural Rocky Mountain Community,” <i>Equity and Excellence in Education</i> (2002).
Distinctions:	Howell Award in Civil Rights Research, Harvard Law School, 1996.

<b>Fitzgibbon, Vanessa</b>	<b>Department of Spanish and Portuguese (Assistant Professor, untenured)</b>
Education:	Ph.D., University of Wisconsin (Portuguese), 2006; M.A., Brigham Young University (Portuguese), 1995; B.A., Fundação Valeparaibana de Ensino, São Paulo, Brazil (Portuguese and English Grammar and Literature), 1982.
Academic Experience:	Assistant Professor, Brigham Young University; Director Recife Study Abroad Program, 2012, 2011.
Overseas Experience:	Brazil, Portugal.
Languages:	Portuguese (native speaker), Spanish (conversational).
% of time LAS:	100%
LAS Courses Taught:	Cultural Survey, Cultural Proofs, Third-Semester Portuguese, First-Semester Portuguese, Third-Year Conversation, Third-Year Portuguese Grammar & Composition, Portuguese for the Professions, Intro to Portuguese and Brazilian Literature, Portuguese Civilization, Brazilian Civilization, Contemporary Culture, Luso-Brazilian Theatre, Survey of Portuguese Literature, Survey of Brazilian Literature, Machado de Assis, Special Topics in Brazilian Literature, Seminar in Brazilian Literature.
Specialization:	Brazilian literature, history, and film; Race and identity in Latin America.
Recent Publications:	“Almost Two Brothers,” <i>Directory of World Cinema: Brazil</i> (2013); “Introduction to Afro-Brazilian Identity,” <i>Directory of World Cinema: Brazil</i> (2013); “Maids, The Film,” <i>Directory of World Cinema: Brazil</i> (2013); “Brigham Young University: O Português presente há mais de 60 anos,” <i>Ensino de Português nos Estados Unidos: História, Desenvolvimento, Perspectivas</i> (2012); “Fernando Meirelles’ Cidade de Deus/City of God: The Representation of Racial Resentment and Violence in the New Brazilian Social Cinema,” <i>New Trends in Argentine and Brazilian Cinema</i> (2011).
Grad Advising 2009-14:	5
<b>Flake, Dallan</b>	<b>Department of Sociology (Assistant Professor, untenured)</b>
Education:	J.D., University of Michigan, 2006; M.S., (Sociology), Brigham Young University, 2003, B.S., (Sociology and Latin American Studies), BYU
Academic Experience:	Visiting Professor, Dept. Sociology, 2013–present, Graduate Student Instructor, University of Michigan, Department of Sociology (2004–2006).
Overseas Experience:	Latin America.
Languages:	Spanish (conversational).
% of time LAS:	25%
LAS Courses Taught:	Introductory Sociology, Intro to Family Sociology (Latino focus)
Specialization:	Unions in Developing Countries, Women’s Autonomy in Latin America, Domestic Violence in Latin America, Law and Society.
Publications:	Ron Chapman, Jr. & Dallan Flake, California, “Case Highlights Importance of Antidiscrimination Training,” <i>Journal of Corporate Recruiting Leadership</i> (2010); Dallan Flake & Renata Forste, “Fighting Families: Family Characteristics Associated with Domestic Violence in Five Latin-American Countries,” <i>Journal of Family Violence</i> (2006);

<b>Forste, Renata</b>	<b>Department of Sociology (Professor, tenured)</b>
Education:	Ph.D., University of Chicago (Sociology), 1992; M.S., Brigham Young University (Sociology), 1986; B.S., BYU (Sociology), 1984.
Academic Experience:	Professor, BYU, 2006–Present; Coordinator, Women Studies, Department Chair, BYU 2006–2012; BYU, 2010–2011; Associate Dean, BYU, 2002–2005; Associate Professor, BYU, 1998–2006; Director, Latin American Studies, BYU, 1998–2001; Associate Director of Research, BYU, 1997–1998;
Overseas Experience:	Andean region, Puerto Rico.
Languages:	Spanish (fluent), Portuguese (reading).
% of time LAS:	50%
LAS Courses Taught:	Introductory to Sociology, Sociology of Gender, Social Stratification, Labor Markets in Developing Countries, Introduction to Family Sociology, Introduction to Women’s Studies, World Population, Population Analysis.
Specialization:	Population Studies (fertility, mortality, women and child health, development), family, gender, statistics, stratification in Latin America.
Recent Publications:	“Adolescents’ Expectations for Higher Education in Bogotá, Colombia, and La Paz, Bolivia,” <i>Youth &amp; Society</i> (2004); “Rural/Urban Differences in Child Growth and Survival in Bolivia,” <i>Rural Sociology</i> (2003); “Patterns of Entry into Cohabitation and Marriage Among Mainland Puerto Rican Women,” <i>Demography</i> (1991); “Race and Ethnic Variation in the Schooling Consequences of Female Adolescent Sexual Activity,” <i>Social Science Quarterly</i> (1992); “The Effects of Breastfeeding and Birth Spacing on Infant and Child Mortality in Bolivia,” <i>Population Studies</i> (1994).
Distinctions:	Martin B. Hickman Outstanding Scholar Award, Brigham Young University, 2009–2010; Alcuin Fellowship, Brigham Young University, 2010–2012.
<b>Forsyth, Donald</b>	<b>Department of Anthropology (Professor, tenured)</b>
Education:	PhD., University of Pennsylvania (Anthropology), 1979; M.A., BYU (Archeology), 1972; B.S., BYU (Archeology), 1971.
Academic Experience:	Professor, BYU, 1992–Present; Associate Professor, BYU, 1986–1992; Assistant Professor, BYU, 1979–1986.
Overseas Experience:	Mexico, Guatemala.
Languages:	Spanish (fluent).
% of time LAS:	50%
LAS Courses Taught:	Native Peoples of North America, Archaeological Cultures of North America, Mesoamerican Archaeology, Classic Mayan Civilization.
Specialization:	Analysis of ceramic artifacts from the Mesoamerican region, archaeology of Mesoamerica and the ethnohistory of the native Americans of Brazil
Recent Publications:	“La ocupación de los sitios grandes en la Cuenca Mirador, Guatemala,” <i>XXV Simposio de Investigaciones Arqueológicas en Guatemala</i> (2012); Los Incensarios Efigies de Champoton,” <i>Los Investigadores de la Cultura Maya</i> (2009); “El Preclásico Superior en la costa y tierra adentro del suroeste de Campeche,” <i>Los Investigadores de la Cultura Maya</i> (2008).
Distinctions:	Awardee for Outstanding Contributions to Maya Archaeology presented by the Government of the State of Campeche, Mexico, and the Autonomous University of Campeche, Mexico, 2006; Fulbright-Hays Fellowship, 1995.

<b>García, Ignacio</b>	<b>Department of History (Professor, tenured)</b>
Education:	Ph.D., University of Arizona (History), 1995; M.A., University of Arizona (History), 1989; B.A., Texas A&M University (Journalism), 1976.
Academic Experience:	Professor, Brigham Young University, 1995–Present; Assistant Professor, Texas A&M University, 1993–1995; Instructor, University of Arizona, 1990, 1991, 1993; Presenter and Author, Venezuela, 2008.
Overseas Experience:	Mexico, Central America.
Languages:	Spanish (native speaker).
% of time LAS:	100% (Latino Diaspora)
LAS Courses Taught:	Chicano/Latino History, Graduate Twentieth- Century American History/Civil Rights & Social Movements, Biography in American History, Mexican-American History & U.S. Social History, Introduction to Mexican-American Studies, Western Civilization I; Western Civilization II, Introduction to Chicano Studies, History and Culture of the Mexican American, Colonial Latin American—1700 to 1800, History of Brazil, Mexico Since Independence, U.S. Military History.
Specialization:	Latinos in the US, Chicano Studies.
Recent Publications:	<i>White But Not Equal: Mexican Americans, Jury Discrimination And The Supreme Court</i> , University of Arizona Press (2009); “Latino Politics: In the West but Not of the West,” <i>The Political Culture of the New West</i> , University of Kansas Press (2008); <i>Viva Kennedy: Mexican Americans in Search of Camelot</i> , Texas A&M University Press (2000); <i>Chicanismo: The Forging of a Militant Ethos Among Mexican Americans</i> , The University of Arizona Press (1997).
<b>García, Mara</b>	<b>Department of Spanish and Portuguese (Professor, tenured)</b>
Education:	Ph.D., University of Kentucky Lexington (Spanish American Literature), 1997; M.A., BYU (Spanish), 1992; B.A., BYU University (Spanish), 1990.
Academic Experience:	Professor, BYU, 2008–Present; Director of Study Abroad, University of Alcalá, Spain, 2010; Associate Professor, BYU, 2003–2008.
Overseas Experience:	Spain, Peru, Argentina.
Languages:	Spanish (native speaker).
% of time LAS:	100%
LAS Courses Taught:	Third-year Spanish, Reading, Grammar and Culture, Intro to Spanish Literature, Iberian Civilization, Spanish American Culture and Civilization, Contemporary Culture, Survey of Spanish Literature, Survey of Hispanic-American Literature, Hispanic-American Short Story, Special Topics in Spanish-American Literature, Seminar in Spanish-American Literature.
Specialization:	Latin American female literature and fantastic literature.
Recent Publications:	<i>César Vallejo: Poeta Universal</i> , San Marcos (2014); <i>César Vallejo: Estudio y Panoramas críticos</i> , Universidad Nacional de Trujillo (2011); “Medianoche,” <i>Instituto de Estudios Vallejanos</i> (2012); “Lo sobrenatural y lo inadmisible em Amparo Dávila e Isabel Mesa de Inchauste,” <i>Centro de Publicaciones Académicas UPR-RUM</i> (2011).
Grad Advising 2009–14:	4
Distinctions:	Diploma Honor al Mérito, Universidad Nacional de Trujillo, 2013; Diploma de Honor y Medalla de Honor, Asociación de Escritores y Artistas del Orbe ADEADO, Lima, Perú 2012

<b>Hague, Daryl</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., State University of New York Binghamton (Comparative Literature), 2002; M.A. Brigham Young University (Spanish Pedagogy), 1996; J.D., University of Washington, 1990; B.A., Brigham Young University (Spanish), 1987.
Academic Experience:	Associate Professor, Brigham Young University.
Overseas Experience:	Central America.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Cultural Survey, Topics in IAS, Intro to Translations, University Spanish, First-Semester Conversation, Second-Semester Conversation, Third-Year Spanish Reading, Grammar and Culture, Intro to Spanish Literature, Iberian Civilization, Spanish American Culture and Civilization, Contemporary Culture, Beginning Translation and Interpretation, Intermediate Translation and Interpretation, Advance Translation and Interpretation, Survey of Spanish, Seminar in Spanish American Literature.
Specialization:	Translation pedagogy, translation theory, and legal translation.
Recent Publications:	Review of Louise M. Haywood, Michael Thompson, and Sándor Hervey, <i>Thinking Spanish Translation: A Course in Translation Methods</i> , <i>The NECTFL Review</i> (2013); <i>A Love of Learning: Speeches of Robert K. Thomas</i> , <i>BYU Studies</i> (2011); “Una memoria de la traducción,” <i>Casa del Tiempo</i> , Mexico City (2010).
Grad Advising 2009–14:	2
<b>Handley, George</b>	<b>Department of Humanities, Classics, and Comparative Literature (Professor, tenured)</b>
Education:	Ph.D., UC Berkeley (Comparative Literature), 1995; M.A., UC Berkeley (Comparative Literature); B.A., Stanford University (Comparative Literature), 1989.
Academic Experience:	Professor, Brigham Young University, 2006–Present; Associate, Brigham Young University, 2001–2006; Assistant Professor, Brigham Young University, 1998–2001; Assistant Professor, Northern Arizona University, 1995–1998; Adjunct Faculty of Spanish, Dominican College, 1994–1995.
Overseas Experience:	Cuba, Trinidad, Chile.
Languages:	Spanish (fluent), Portuguese (reading).
% of time LAS:	100%
LAS Courses Taught:	Latin American Humanities, American Humanities, Humanities and Science, Interpretation of Literature and the Arts, Nature and the Modern Novel in the Americas, Post-slavery Cultures in the Americas.
Specialization:	Literatures of the Americas, Ecocriticism and Ecotheology
Recent Publications:	<i>New World Poetics: Nature and the Adamic Imagination of Whitman, Neruda, and Walcott</i> , U of Georgia Press (2007); <i>Post-slavery Literatures in the Americas: Family Portraits in Black and White</i> , University Press of Virginia (2000);
Distinctions:	Eliza R. Snow Fellowship, 2013; City Weekly Artys Award (Staff Choice): Best Environmental Writing, 2011; Alcuin Fellowship in General Education, 2003–2006;

<b>Hawkins, Darren</b>	<b>Department of Political Science (Professor, tenured)</b>
Education:	Ph.D., University of Wisconsin Madison (Political Science), 1996; M.A., University of Wisconsin Madison (Political Science), 1991; B.A., University of Utah (Spanish), 1990; B.S., University of Utah (Political Science), 1990.
Academic Experience:	Professor, Brigham Young University, 2008–Present; Chair, Political Science Department, 2007–Present; Coordinator, International Relations Program, 2004–2007; Associate Professor, Brigham Young University, 2003–2008; Visiting Associate Professor, College of William and Mary, 2005; Visiting Assistant Professor, Dartmouth College 1996–1997.
Overseas Experience:	Peru, Chile.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Introduction to International Relations, Latin American International Relations, International Organization, Capstone Seminar, Human Rights.
Specialization:	International and domestic struggles against authoritarian Latin America.
Recent Publications:	<i>Chile: The Pinochet Era</i> , Oxford University Press (2009); <i>Delegation and Agency in International Organizations</i> , Cambridge University Press (2006); <i>International Human Rights and Authoritarian Rule in Chile</i> , University of Nebraska Press (2002); “Democratization theory and nontransitions: Insights from Cuba,” <i>Comparative Politics</i> (2001).
Distinctions:	Next Generation Fellow, American Assembly of Columbia University, 2007; Research Fulbright Grant, Denmark, 2001.
<b>Hawkins, John</b>	<b>Department of Anthropology (Professor, tenured)</b>
Education:	Ph.D., University of Chicago (Anthropology), 1978; M.S., University of Chicago (Anthropology), 1972; B.S., Brigham Young University (Anthropology), 1970.
Academic Experience:	Anthropology Professor, Brigham Young University. Discussant, American Anthropology Association, 2012; Presenter and Author, American Anthropology Association, 2010.
Overseas Experience:	Guatemala, Germany.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Guatemalan Society and Culture Special Topic in Religious Anthropology, Moral and Ritual Institutions, Kinship and Gender, Ethnography Research Design, Special Topics in Theory and System, Ethnography Field Project.
Specialization:	Field Research and Archaeology in Guatemala; Mayan culture.
Recent Publications:	“The Crisis of Governance in Maya Guatemala: Indigenous Responses to a Fallen State,” ed. <i>Crisis of Governance in Maya Guatemala: Indigenous Responses to a Fallen State</i> (2012); “Prologue,” <i>Crisis of Governance on Maya Guatemala: Indigenous Responses to a Fallen State</i> (2012).
Distinctions:	Mentoring Environment Grant, University, 2010–2011; Department Curriculum Coordinator, 2008–Present; Committee/ Council Chair, Department Continuing Faculty Status and Promotion Committee, 1984–Present.

<b>Hawkins, Kirk</b>	<b>Department of Political Science (Associate Professor, tenured)</b>
Education:	Ph.D., Duke University (Political Science), 2003; M.A., Duke University (Political Science), 1998; M.A., Brigham Young University (International and Area Studies), 1995; B.A., (minor in Spanish), Brigham Young University (International Relations), 1993.
Academic Experience:	Associate Professor, Brigham Young University, 2010–Present; Assistant Professor, Brigham Young University, 2003–2010.
Overseas Experience:	Mexico, Argentina, Brazil, Venezuela.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Latin American Politics, International Relations of Latin America, Intro to Latin American Studies, Comparative Politics, Politics of Economic Reform.
Specialization:	Latin American Politics: Chavismo
Recent Publications:	“The Misiones of the Chavez government,” in <i>Venezuela’s Bolivarian Democracy: Participation, Politics, and Culture under Chávez</i> , Duke University Press (2011); “Who mobilizes? Participatory democracy in Chávez’s Bolivarian revolution,” <i>Latin American Politics and Society</i> (2010); <i>Venezuela’s Chavismo and Populism in Comparative Perspective</i> , Cambridge: Cambridge University Press (2010); “La organización populista: Los Círculos Bolivarianos en Venezuela,” in <i>El retorno del pueblo: Populismo y nuevas democracias en América Latina</i> , Quito: FLACSO (2008).
Distinctions:	Research Fellow, BYU Center for the Study of Elections and Democracy, 2010–Present; Academic Year Foreign Language Area Studies (FLAS) Fellowship for the study of Portuguese, U.S. Department of Education (USDOE), 1996–1997.
<b>Heaton, Tim</b>	<b>Department of Sociology (Professor, tenured)</b>
Education:	Ph.D., University of Wisconsin Madison, 1975–1979; M.S., Brigham Young University (Sociology), 1974–1975; B.S., Brigham Young University (Sociology), 1968–1974.
Academic Experience:	Professor, Brigham Young University, 1990–Present; Visiting Professor, Cornell University, 1996; Associate Professor, Brigham University, 1985–1990; Assistant Professor, Brigham Young University, 1980–1985;
Overseas Experience:	Andean region.
Languages:	Spanish (fluent).
% of time LAS:	25%
LAS Courses Taught:	World Populations
Specialization:	International Development, Latin American Sociology
Publications:	“Changing Boundaries in Intergroup Marriage in Brazil,” <i>Journal of Comparative Family Studies</i> (2012); “Tendencias en Desigualdades Estructurales de la Salud Infantil en Bolivia, Salud Comunitaria en Bolivia,” <i>Instituto de Investigación, Bolivia</i> (2009); “The Effects of Status Factors on Women’s Decision-Making and Personal Autonomy in Bolivia and Nicaraguan Families,” <i>Population Research and Policy Review</i> (2005); “Familial Impacts on Adolescent Aggression and Depression in Colombia,” <i>Marriage and Family Review</i> (2004).
Distinctions:	Kimball Professorship, Brigham Young University, 2002–Present.

<b>Hegstrom, Valerie</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., University of Kansas (Spanish Literature), 1992; M.A., University of Kansas (Spanish), 1988; M.A., Brigham Young University (Comparative Literature), 1986; B.A., Brigham Young University (English), 1982.
Academic Experience:	Associate Professor, Brigham Young University, 1994–Present; Coordinator of Women Studies, Brigham Young University, 2001–Present; Co-director of Study Abroad, Spain, 2010; Mentor to Director of seven full-length Spanish plays; Presenter and Author, Meredith College, NC ,2012; Presenter and Author, Universidad Nacional de Educación a Distancia, Madrid, Spain, 2012; Presenter and Author, Vanderbilt University, 2012; Presenter and Author, El Paso, TX, 2011.
Overseas Experience:	Spain, Portugal, Mexico.
Languages:	Spanish (fluent), Portuguese (fluent).
% of time LAS:	100%
LAS Courses Taught:	Intro to Spanish Literature, Golden Age Literature, Special Topics in Spanish Literature, Golden Age Literature, Seminar in Spanish Literature, Intro to Women’s Studies, Special Topics, Women’s Studies Colloquium.
Specialization:	Golden Age Literature, Iberian Peninsula convent literature, Early-Modern women writers.
Recent Publications:	“A review of Judging Maria de Macedo: A Female Visionary and the Inquisition Early Modern Portugal, by Bryan Givens,” <i>Seventeenth-Century News</i> (2012); “Señor Quijote Mío,” <i>Comediantes</i> (2011).
Grad Advising 2009–14:	2
Distinctions:	Title VI Research Grant, Center for the Study of Europe/Department of Education, 2011.
<b>Hernández, Carl</b>	<b>J. Reuben Clark Law School (Professor of Law, tenured)</b>
Education:	J.D./ MPA J. Reuben Clark Law School, Brigham Young University, 1992; M.A. Brigham Young University, 1992; B.A. Brigham Young University, 1988.
Academic Experience:	Associate Professor of Law, J. Reuben Clark Law School, BYU (2013–present); Assistant Dean and Faculty Member (2001–13); Adjunct Faculty, Romney Institute of Public Management, BYU (2002–present); Member, Law School Admissions Council Diversity Committee (2008–present); research and Teaching Assistant, J. Reuben Clark Law School, BYU (1989–92).
Overseas Experience:	Mexico.
Languages:	Spanish (fluent).
% of time LAS:	50%
LAS Courses Taught:	Civil Rights Litigation; Government and Legislative Representation; Community and Economic Development Law; Government and Legislative Clinical Alliance; Community and Economic Development Alliance
Specialization:	Civil rights litigation; Professional Lawyering Skills; Clinical Education
Recent Publications:	Note, “Legitimate Exercise of Parents Patriae Doctrine: State Power to Determine an Incompetent Individual’s ‘Right to Die’ After Cruzan,” Vol. 6, <i>BYU Journal of Public Law</i> (1992); Coauthor, <i>Breaking the Fiscal Impasse: Alternative Financing Methods for Financing Municipal Compliance with the Clean Water Act of 1987</i> , League of California Cities (1992).
Distinctions:	Utah Latinos, A Pound Legacy, Utah Department of Community and Culture (2009); Higher Education Champion Award, Utah Valley Univ. (2008); Professor of the Year Award, George W. Romney Institute of Public Management (2006); J. Reuben Clark Law School Student Body Association Distinguished Service Award (2002 and 2005); Utah Minority Bar Association Honoree of the Year Award (2003).

**Hickman, Trent**

## Education:

**Department of English (Associate Professor, tenured)**

PhD., State University of New York at Stony Brook (English), 2000; M.A., Brigham Young University (English), 1996; B.A., Brigham University (Honors English), 1989; B.A., Brigham Young University (University Honors) 1994 (minor in Spanish).

## Academic Experience:

Associate Professor, Brigham Young University 2007–Present; Assistant Professor, Brigham Young University, 2000–2007; Instructor, State University of New York at Stony Brook, 1996–2000; Presenter and Author, Mexico, 2007.

## Overseas Experience:

Mexico, Guatemala, Thailand.

## Languages:

Spanish (fluent).

## % of time LAS:

25%

## LAS Courses Taught:

Intro to Folklore, American Folklore, Seminar in Folklore Studies,

## Specialization:

Twentieth-century American Literature, Latino Literature, American Literary History, Ethnic/Regional Literature: “US Latinos: A Literary History.”

## Recent Publications:

“Locating the Latino(a) Literary Canon: The Politics, the Market, and the Music,” *Latino(a) Research Review*, (2008); “Against Nostalgia: Turning the Page of Cormac McCarthy’s *Cities of the Plain*,” *Western American Literature* (2007); “Hagiographic Commemorafiction in Julia Alvarez’s *In the Time of the Butterflies* and *In The Name of Salomé*,” *MELUS* (2006); “Ciguapas, the Colonial Encounter, and Julia Alvarez’s *The Secret Footprints*,” *Monographic Review/Revista Monográfica* (2005).

## Distinctions:

American Studies Professor of the Year, Brigham Young University, 2008.

**Holman, Curt**

## Education:

**Department of Dance (Associate Professor, tenured)**

M.A., Brigham Young University (Dance), 1996; B.A., Brigham Young University (Communications), 1989.

## Academic Experience:

Associate Professor, Brigham Young University, Associate Chair, Department of Dance, Brigham Young University.

## Overseas Experience:

Latin America

## % of time LAS:

50%

## LAS Courses Taught:

International Ballroom Dance, Latin Dance

## Specialization:

International Ballroom Dance, Latin Dance

<b>Hopkin, Arden</b>	<b>Department of Music (Professor, tenured)</b>
Education:	Ph.D., University of Rochester, 1978; M.A., North Texas State University, 1974; B.A., Brigham Young, 1971.
Academic Experience:	Voice, Latin American Art Songs.
Overseas Experience:	Brazil, Argentina.
Languages:	Spanish (fluent).
% of time LAS:	50%
LAS Courses Taught:	Basic Vocal Skills, Voice, Voice Technique, Performance Study, Opera Ensemble, Supervised Teaching in Voice, Voice Pedagogy, Graduate Voice Instruction.
Specialization:	The study and performance of vocal music from Latin America and matters related to Vocal Pedagogy.
Recent Publications:	<i>Songs for Young Singers</i> , Scarecrow Press (2002); <i>The Art Song in Latin America</i> , Pendragon Press (1998).
Distinctions:	Granada, Spain, Teach Spanish Lyric Diction, Brigham Young University, 2010; Profesor Honorario, Universidad Ricardo Palma, 2007–Present; Certificate Merit, Universidad de Chile 2006–Present; Medallion of Merit, Universidad Ricardo Palma, 2006–Present.
<b>Hoskisson, Joaquina</b>	<b>Department of Spanish and Portuguese (Associate Teaching Professor, tenured)</b>
Education:	M.A., Brigham Young University (Spanish), 1974; B.A., Brigham Young University (Spanish), 1971.
Academic Experience:	Associate teaching Professor, Brigham Young University; Instructor, Brigham Young University, 1980; Coordinator of Part-Time Faculty, Brigham Young University, 1992–Present.
Overseas Experience:	Spain.
Languages:	Spanish (native speaker).
Pedagogy training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b).
% of time LAS:	100%
LAS Courses Taught:	Business Spanish, Third-Year Spanish Reading, Grammar and Culture, Spanish for the Professions, Iberian Civilization.
Specialization:	Spanish.

<b>Hull, Kerry</b>	<b>Department of Religion (Associate Professor, tenured)</b>
Education:	Ph.D., University of Texas Austin, Linguistic Anthropology, 2003; M.A., Georgetown University, Applied Linguistics, 1993; B.A., Utah State University, Spanish/French, 1992.
Academic Experience:	Associate Professor, Brigham Young University, 2013–present; Professor, Reitaku University, 2004–2013; Lecturer, Tokyo University of Foreign Studies, 2010–2011; Lecturer, Hosei University, 2005–2011; Presenter and Author, Australia, 2013; Presenter and Author, Finland, 2012; Presenter and Author, Guatemala, 2012.
Overseas Experience:	Latin America, Middle East,
Languages:	Spanish (fluent), Ch’orti’ Mayan (fluent), Ch’ol (reading), Chontal (reading), Qeqchi’ (reading), Mopan (reading), Teztlal (reading)
% of time LAS:	100%
Specialization:	Mayan Languages
Recent Publications:	<i>A Dictionary of Ch’orti’ Mayan</i> , University of Utah Press (forthcoming); <i>Parallel Worlds: Genre, Discourse, and Poetics in Contemporary, Colonial, and Classic Maya Literature</i> , University Press of Colorado (2012); “Poetic Tenacity: A Diachronic Study of Kennings in Mayan Languages,” <i>Parallel Worlds: Genre, Discourse, and Poetics in Contemporary, Colonial, and Classic Maya Literature</i> , University Press of Colorado (2012); “Ritual and Cosmological Landscapes of the Ch’orti’ Maya,” <i>Acta Mesoamericana</i> (2011); “Ethno-ornithological Research among the Chontal Maya of Tabasco, Mexico,” <i>Hawaii International Conference on Social Sciences</i> (2011); “An Epigraphic Dietary Analysis of Classic-Period Maya Foodstuffs,” <i>Food and Feasting in Mesoamerican Civilization: Interdisciplinary Approaches to the Roles of Consumables and Ritual Performance</i> , Springer (2010).
<b>Jellin, Eric</b>	<b>Department of Plant and Wildlife Sciences (Professor, tenured)</b>
Education:	Ph.D., University of Minnesota (Plant Breeding), 1992; M.S., University of Minnesota (Plant Breeding), 1988; B.S., Brigham Young University (Agronomy), 1986.
Academic Experience:	Department Chair, Brigham Young University, 2012–Present; Professor, Brigham Young University, 2008–Present;
Overseas Experience:	Bolivia, Peru, Morocco, Mexico, Israel.
Languages:	Spanish (fluent).
% of time LAS:	75%
Specialization:	Oat ( <i>Avena</i> spp.) chromosomal genetics and genomics; genetic marker development and diversity in quinoa and its wild relatives.
Recent Publications:	“Prospects for Quinoa ( <i>Chenopodium quinoa</i> Willd.) Improvement Through Biotechnology,” <i>Biotechnology of neglected and underutilized crops VII</i> (2013); “Assessment of genetic diversity in Peruvian amaranth ( <i>Amaranthus caudatus</i> L. and <i>A. hybridus</i> L.) germplasm using SNP markers (2013),” <i>Crop Science</i> (2013).
Distinctions:	Alcuin Fellowship, Brigham Young University, 2002–Present, John A. Widtsoe University Fellowship, Brigham Young University, 2000–Present.

<b>Jensen, Bryant</b>	<b>Department of Teacher Education (Assistant Professor, untenured)</b>
Education:	Ph.D., University of Oregon (Research Methods), 2012; Ph.D., Arizona State University (Educational Psychology), 2009; M.S., Arizona State University (Educational Psychology), 2006; B.S., Arizona State University (Psychology), 2003.
Academic Experience:	Assistant Professor, Brigham Young University, 2012–Present; IES Postdoc Fellow, University of Oregon, 2011–2012; Assistant Professor, Bard College 2009–2011; Presenter and Author, National Academy of Education, Washington, 2013; Presenter and Author, Learning Sciences Workshop, Carnegie Mellon University, Pittsburgh, 2013.
Overseas Experience:	Mexico, Cuba, Chile.
Languages:	Spanish (fluent), Portuguese (conversational).
% of time LAS:	100% (Latino Diaspora)
LAS Courses Taught:	Foundations of Multicultural Education.
Specialization:	Multicultural Education.
Recent Publications:	<i>Emotionally supportive classroom contexts for young Latino children in rural California</i> , University of Chicago Press (2014); <i>Regarding Educación: Mexican American Schooling, Immigration, and Bi-National Improvement</i> , Columbia University Press (2013).
Distinctions:	Early Career Grantee, National Academy of Education, 2013–2014; Fulbright-García Robles Fellow, Fulbright 2007–2008; Professional Development Seminar Award, University of London, England, 2005.
<b>Johnson, Jerald</b>	<b>Department of Biology (Associate Professor, tenured)</b>
Education:	Ph.D., University of Vermont (Biology), 2000; B.S., University of Utah (Biology), 1995.
Academic Experience:	Associate Professor, Brigham Young University, 2010–Present; Science Teacher Inservice Instructor (P–12), Utah State Office of Education/Higher Education Partnership, 2007–Present; Assistant Curator, Brigham Young University, 2004–Present; Visiting Cebatrical Scholar, University of Padua, Italy, 2001–2012; Associate Editor, <i>Animal Conservation</i> , 2007–2013; Assistant Professor, Brigham Young University, 2004–2011.
Overseas Experience:	Argentina, Costa Rica, Mexico, Nicaragua, Chile, Panama,
Languages:	Spanish (fluent), Italian, Chinese.
% of time LAS:	50%
Specialization:	Speciation in Patagonia (Investigator for Fishes: Patagonian Catfish, Trout Perch, Patagonian Silverside)
Recent Publications:	“Phylogeography of the ancient catfish family Diplomystidae: biogeographic, systematic, and conservation implications,” <i>Mol Phylogent Evol</i> (2014); “Identifying geological and biological barriers to gene flow in the freshwater fish <i>Poecilia butleri</i> ,” <i>Biological Journal of the Linnean Society</i> (2014);
Distinctions:	Brigham Young General Education Professorship Nominee, Department of Biology, 2014; Maeser Distinguished Faculty Lecturer Award Nominee, Brigham Young University, 2013; Outstanding Research Award, Brigham Young University, 2011; Mentoring Environment Award, Brigham Young University, 2014.

<b>Johnson, Leigh</b>	<b>Department of Biology (Professor, tenured)</b>
Education:	Ph.D., Washington State University (Botany), 1996; B.A., Brigham Young University (Botany), 1991.
Academic Experience:	Professor, Brigham Young University.
Overseas Experience:	Argentina, Chile.
Languages:	Spanish (fluent).
% of time LAS:	50%
LAS Courses Taught:	Angiosperm Phylogeny in the Southern Andes.
Specialization:	Phylogenetic Inference, Species Delimitation, Taxonomy, Phylogeography, Conservation Genetics (Andean focus).
Recent Publications:	“Historical and ecological divergence among populations of <i>Monttea chilensis</i> (Plantaginaceae), an endemic endangered shrub bordering the Atacama Desert, Chile,” <i>Evolutionary Ecology</i> (2014); “Emerging phylogeographic patterns of plants and terrestrial vertebrates from Patagonia,” <i>Biological Journal of the Linnean Society</i> (2011); “Multiple periglacial refugia in the Patagonian steppe and post-glacial colonization of the Andes: the phylogeography of <i>Calceolaria polyrhiza</i> ,” <i>Journal of Biogeography</i> (2010).
<b>Johnston, Paul</b>	<b>Department of Nutrition, Dietetics, and Food Science, (Professor, tenured)</b>
Education:	Ph.D., Oregon State University (Poultry Nutrition), 1971; M.A., University of Utah (Business), 1969; M.S., Oregon State University (Poultry Repro Phy), 1967; B.S., Brigham Young University (Animal Science), 1966.
Academic Experience:	Professor, Brigham Young University, 2002–Present; Director, Ezra Taft Benson Agriculture and Food Institute for programs in Guatemala, Ecuador, Bolivia, Chile) 1994–2000.
Overseas Experience:	France, Ecuador, Bolivia, Guatemala, Mexico, Morocco, Ghana, Kenya.
Languages:	Spanish (conversational), French (conversational).
% of time LAS:	50%
LAS Courses Taught:	International Nutrition.
Specialization:	International Nutrition, Nutrition in Latin America.
Recent Publications:	“Volatile Fatty Acid Profile for Grass hay or Alfalfa Hay Fed to Alpacas ( <i>Vicugna pacos</i> ),” <i>Wiley-Blackwell</i> (2013); “Nitrogen Balance and Blood Metabolites of Llama ( <i>Lama Glama</i> ) Fed Barley Hay Supplemented with Alfalfa and Quinoa Straw in Bolivia,” <i>Global Researchers Journals</i> (2013); “The impact of altitude and diet on anemia in school-aged children in Lago San Pablo, Ecuador,” <i>ICAN</i> (2010).

<b>Knapp, Nieves</b>	<b>Department of Spanish and Portuguese (Assistant Teaching Professor, tenured)</b>
Education:	PhD., University of Oviedo, Spain, 2003; M.A., Brigham Young University (Spanish Pedagogy), 1995; B.A., University of Oviedo, Spain, (Spanish Philology), 1990; B.A., University of Oviedo (Spanish), 1986.
Academic Experience:	Assistant Teaching Professor, Brigham Young University. Presenter and Author, ACTFL, Pennsylvania, 2013; Presenter, Las Vegas, NV, 2013; Presenter and Author, Utah Foreign Language Association, UVU, 2011.
Overseas Experience:	Spain.
Languages:	Spanish (native speaker).
Pedagogical training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b).
% of time LAS:	100%
LAS Courses Taught:	Spanish Conversation, University Spanish, Third-Year Spanish Reading, Grammar and Culture, Spanish Teaching Methods, Techniques of Spanish Instruction, Spanish Teaching Procedures, Directed Teaching of Spanish, Teaching Hispanic Culture, Seminar in Teaching Spanish.
Specialization:	Language Teaching Methodology and Materials Development.
<b>Krause, James</b>	<b>Department of Spanish and Portuguese (Assistant Professor, untenured)</b>
Education:	Ph.D., Vanderbilt University (Spanish and Portuguese), 2010; M.A., Vanderbilt University (Portuguese), 2007; M.A., Brigham Young University (Spanish), 2005; B.A., Brigham Young University (Spanish), 2003.
Academic Experience:	Assistant Teaching Professor, Brigham Young University; Presenter and Author, Universidade Federal do Paraná, Brazil, 2011. Portuguese Instructor, Brigham Young University, 2010.
Overseas Experience:	Chile, Brazil, Portugal.
Languages:	Portuguese (fluent), Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Intermediate Portuguese, Third-Year Grammar and Composition, Intro to Portuguese and Brazilian Literature, Contemporary Culture, Survey of Portuguese Literature, Survey of Brazilian Literature, Special Topics in Brazilian Literature, Spanish-American Poetry.
Specialization:	Twentieth-century Brazilian literature, comparative Latin American literature, inter-American literature, translation studies.
Recent Publications:	"Too Many Cooks in the Kitchen: Translating Grande Sertão: veredas into Oblivion," (forthcoming); "Aspirações irrealizadas: influências literárias e extraliterárias na tradução falhada de Grande Sertão: veredas," Tradução dos clássicos, (forthcoming); "Translating Rosalía de Castro's 'saudade' into English," <i>Utah State University</i> (2012).
Grad Advising 2009-14:	1
Distinctions:	Recipient of FLAS, US Department of Education, 2004.

<b>Laraway, David</b>	<b>Department of Spanish and Portuguese, (Associate Professor, tenured)</b>
Education:	PhD., European Graduate School (Communication, Critical Theory and Philosophy), 2015; PhD., University of Utah (Philosophy), 2003; PhD., Cornell University (Hispanic Literature), 1998; M.A., Brigham Young University (Spanish), 1994.
Academic Experience:	Associate Professor, Brigham Young University 2006–Present; Chair, Department of Spanish and Portuguese, Brigham Young University 2011–Present; Presenter and Author, Universidad Alberto Hurtado and Catholic University of Louvain, Santiago, Chile, 2011. Presenter and Author, Mid-America Conference on Hispanic-Literature, Missouri, 2010.
Overseas Experience:	Ecuador, Spain, Mexico, Argentina, Chile.
Languages:	Spanish (fluent), French (Conversational), Portuguese (reading).
% of time LAS:	100%
LAS Courses Taught:	Spanish Conversation, University Spanish, Third-Year Spanish Reading, Grammar and Culture, Intro to Spanish Literature, Spanish American Culture and Civilization, Contemporary Culture, Survey Hispanic-American Literature, Spanish-American Poetry, Special Topics in Spanish-American Literature, Seminar in Spanish-American Literature.
Specialization:	Basque literature and culture, music, art, Latin American narrative.
Recent Publications:	“Shadowing Silva,” <i>Nineteenth-Century Literature Criticism</i> (2014); <i>Only a Jaguar-God Can Save Us: Borges, Heidegger, and the End of the World in ‘La escritura de dios’</i> ,” John Hopkins University Press (2013); “Borges and the Basques: Notes on Reading and Invisible Literature,” <i>BOGA</i> (2013); “Back to the Future: Salvador Allende’s Steampunk Chile,” <i>A Contra corriente</i> (2013).
Grad Advising 2009-14:	2
Distinctions:	Alcuin Fellow, 2001-2014.
<b>Larson, Erik</b>	<b>Department of Spanish and Portuguese, (Assistant Professor, untenured)</b>
Education:	Ph.D., UC Davis (Spanish Literature), 2012; B. A., Brigham Young University, 2007
Academic Experience:	Assistant Professor, Brigham Young University, 2012
Overseas Experience:	Panama
Languages:	Spanish (fluent), Italian (conversational)
% of time LAS:	100%
LAS Courses Taught:	Spanish American Culture and Civilization, Survey Hispanic and Civilization, Hispanic-American Short Story, Special Topics in Spanish-American Literature, Seminar in Spanish American Literature
Recent Publications:	<i>As Time goes by: Film Noir and Nostalgic Reminiscence in Ruben Fonseca’s Vastas Emoções e Pensamentos Imperfeitos</i> , Routledge (2013); <i>The Embroiled Detective: Noir and the Problems of Rationalism in Los amantes de Estocolmo</i> , Austin Peay State University (2013); “Espistemology, Politics, and the Problems of Rationalism in La Pesquisa,” Texas State University-San Marcos (2012); “The City at Night; The Celluloidal Sensibility of Juan José Saer’s La Pesquisa,” <i>Maney Publishing</i> (2012).

<b>Lewis, Randy</b>	<b>Department of Chemical Engineering (Professor, tenured)</b>
Education:	Ph.D., Massachusetts Institute of Technology (Chemical Engineering), 1995; B.S., Brigham Young University (Chemical Engineering), 1989
Academic Experience:	Professor, Brigham Young University; Author, AIChE, San Francisco, 2103; Presenter AIChE, Pittsburgh, 2012; Consultant, University of Nevada, 2010– 2011.
Overseas Experience:	Peru.
Languages:	Spanish (conversational).
% of time LAS:	25%
LAS Courses Taught:	Spcl Topics, Global Projects, Topics in IAS
Specialization:	Biochemical; sustainable energy (Latin American focus). Runs the Global Engineering Outreach Program (Project in Peru)
Recent Publications:	“Social Constraints: A critical component of global humanitarian-based projects,” <i>Proceedings of the 2013 ASEE Annual Conference</i> (2013); “Sulfide assessment on bioreactors with gas replacement,” (2010); Syngas fermentation to ethanol: Challenges and opportunities,” <i>Biofuel and Bioenergy from Biowastes and Residues</i> (2010).
Distinctions:	Gary Leach Award, AIChE, 2011; USDA-NIFA Partnership Award, 2011.
<b>López, Samuel</b>	<b>Department of Spanish and Portuguese, (Assistant Professor,  untenured)</b>
Education:	PhD., Universidad Pontificia Comillas (Spanish Translation), 2013;
Academic Experience:	Assistant Professor, Brigham Young University 2011–Present.
Overseas Experience:	Spain.
Languages:	Spanish (native speaker).
% of time LAS:	100%
LAS Courses Taught:	Intro to Translation, Third-Year Spanish, Reading, Grammar and Culture, Intro to Translation, Beginning Translation and Interpretation, Intermediate Translation and Interpretation, Advanced Translation and Interpretation, Translation and Interpretation projects.
Recent Publications:	"¿Cloroformo traducido? Estudio de la literalidad en la primeira traducción del Libro de Mormón al español en el siglo XIX," <i>Hermeneus, Revista de Traducción de interpretación</i> (2014); “El traductor en la frontera; Melitón Trejo y la primera traducción al español del Libro de Mórmon en el siglo XIX,” <i>Revista de Historia de la traducción e Interpretación</i> (forthcoming).

<b>Lundquist, Suzanne</b>	<b>Department of English (Associate Professor, tenured)</b>
Education:	D.A. (Doctor of Arts), University of Michigan, 1985.
Academic Experience:	Associate Professor, Brigham Young University (1990-present), Assistant Professor, Brigham Young University (1984-1990)
Overseas Experience:	Mexico, Peru, Bolivia.
Languages:	Spanish (fluent).
% of time LAS:	25%
LAS Courses Taught:	Native American Literature, American Literature, Studies in Women's Literature.
Specialization:	Native American literature, Comparative Mythology, Third World literature, Service Learning & Field Work with Indigenous People in South America.
Recent Publications:	<i>Native American Literatures: An Introduction</i> New York: Continuum Press, 2004. <i>Trickster: A Transformation Archetype</i> ; Mellen Research University Press, 1986; <i>College Composition: A Course in Ethnographic Thinking</i> ; Brigham Young University, 1988; "Unveiling Girard's Immemorial Lie, Native Americans, and Positive Reciprocity." COV & R Conference: Transforming Violence: Cult, Culture & Acculturation." 2 July 2010. Conference proceedings posted online by Notre Dame. South Bend, Indiana; "Things Revealed from the Foundations of the World: Favoritism, Humiliation, and Revenge" <i>Literature and Belief</i> . 28.2 (2008): 29
Distinctions:	Alcuin Fellowship in General Education, 1993-96
<b>Martinsen, Rob</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., University of Texas Austin (Foreign Language Education), 2007; M.A., Northern Arizona University (teaching English of Speakers of Other Languages), 2003; B.A., Arizona State University (Psychology), 1999.
Academic Experience:	Assistant Professor of Spanish Pedagogy, Brigham Young University, 2007–Present; Director of Study Abroad Program, Barcelona, Spain, Director of Study Abroad, Madrid, Spain, 2014.
Overseas Experience:	Spain, Thailand.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Exploration-Teaching Foreign Language, Language Teaching Theory and Practice, Research in Second Language Teaching, Tech in Language Teaching and Research, Foundational Spanish, University Spanish, Techniques of Spanish Instruction, Hispanic Language Teaching Research, Teaching Oral & Literacy Skills, Principles of Foreign Language Teaching, Media and Tech in Foreign Language Ins, Directed Teaching in Spanish, Spanish Pedagogy
Specialization:	
Recent Publications:	"Perceived Foreign accent: Extended Stays Abroad, Level of Instruction and Motivation," <i>American Council of the Teaching of Foreign Languages</i> (2014); "Language Use in Six Study Abroad Programs: An Exploration Analysis of Possible Predictors," <i>Wiley-Blackwell</i> (2013); "Cultural Sensivity and the Acquisition of Spanish Phonology," <i>Wiley</i> (2012); "Collaboration through Wiki and Paper Compositions in Foreign Language Classes," <i>Wiley</i> (2012);
Grad Advising 2009–2014:	5

<b>Mattson, Chris</b>	<b>Department of Mechanical Engineering (Associate Professor, tenured)</b>
Education:	Ph.D., Rensselaer Polytechnic Institute (Mechanical Engineering), 2003; M.S. Brigham Young University, (Mechanical Engineering), 2001; B.S., (Mechanical Engineering), 1999.
Academic Experience:	Associate Professor, Brigham Young University; Presenter, Brigham Young University, 2012; Presenter, Meeting of the American Physical Society Division of Fluid Dynamics, Long Beach, 2010. Consultant, Recoil manufacturing, Colorado, 2010.
Overseas Experience:	Brazil, China.
Languages:	Portuguese (advanced).
% of time LAS:	50%
Specialization:	Mechanical Engineering, 50% of research in Brazil and Peru.
Recent Publications:	“Synthesis Through Rigid-Body Replacement,” <i>Handbook of Compliant Mechanisms</i> (2013); “Eight Principles derived from the engineering literature for effective design for the developing world,” <i>ASME</i> (2013); co-authored “Using Topology Optimization to Numerically Improve Barriers Reverse Engineering,” <i>Journal of Mechanical Design</i> (2013).
Distinctions:	National Science Foundation Award, 2010–2014; Presidential Earl Career Award for Scientists and Engineers, Executive Office of the President, United States Government, 2012.
<b>Maughan, Jeff</b>	<b>Department of Plant/Wildlife Sciences (Professor, tenured)</b>
Education:	Ph.D., Virginia Polytechnic Institute and State University (Molecular Genetics), 1994; M.S., Brigham Young University, (Agronomy), 1991; B.S., Brigham Young University (Crop Science), 1990.
Academic Experience:	Professor, Brigham Young University 2001–Present; Associate Professor, 2002–2011; Associate Editor, American Journal of Botany, 2011–Present; Visiting Scientist, Arizona Genomics Institute, 2006; Presenter and Author, Lima, Peru, 2013; Presenter and Author, Mexico, 2013.
Overseas Experience:	Bolivia, Peru, Chile.
Languages:	Spanish (fluent).
% of time LAS:	75%
Specialization:	Development of genomic tools for accelerated breeding of orphaned crops; research in Latin American countries, Latin American crops.
Recent Publications:	“Transcriptome Analysis of Drought Induced Stress in Chenopodium quinoa,” <i>American Journal of Plant Sciences</i> (2014); “Assessment of genetic diversity in Peruvian amaranth ( <i>Amaranthus caudatus</i> L. and <i>A. hybridus</i> L.) germplasm using SNP markers,” <i>Crop Science</i> (2013).
Distinctions:	Official delegate of the Utah trade commission to Perú, 2013; International Atomic energy Agency (IAEA) – Missions expert for food, agriculture and biotechnology, 2012–present; Outstanding Teaching Award, Brigham Young University, 2011; John A. Widtsoe Fellowship, Brigham Young University, 2008; Over and Beyond Award - Outstanding Project Implementation, Monsanto, 2001.

<b>Mella, Anne</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	M.A., Brigham Young University, (Spanish), 1996; B.A., Brigham Young University (Spanish), 1992.
Academic Experience:	Instructor, Brigham Young University.
Overseas Experience:	Chile, Spain.
Languages:	Spanish (Fluent).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b).
% of time LAS:	100%
LAS Courses Taught:	Third-year Spanish Reading, Grammar and Culture.
Specialization:	Spanish.
 <b>Miller, Shawn</b>	 <b>Department of History (Professor, tenured)</b>
Education:	Ph.D., Columbia University (History), 1997; M.A., Columbia University (History), 1992; Brigham Young University (History), 1990.
Academic Experience:	Professor, Brigham Young University; Associate Dean, 2012–Present; Department Chair, 2007–2010.
Overseas Experience:	Brazil.
Languages:	Portuguese (fluent).
% of time LAS:	100%
LAS Courses Taught:	History of Brazil, Colonial Latin America, The Historian’s Craft, World Civilizations since 1500, Brazil, Nature and History: Earth’s Environmental Past.
Specialization:	Environmental history of Brazil and Latin America.
Recent Publications:	“Minding the Gap: Pan-Americanism’s Highway, American Environmentalism, and Remembering the Failure to Close the Darien Gap,” <i>Environmental History</i> (2014); <i>An Environmental History of Latin America</i> , Cambridge University Press (2007); <i>Fruitless Trees: Portuguese Conservation and Brazil’s Colonial Timber</i> , Stanford University Press, (2000); “Minding the Gap: Pan-Americanism’s Highway, American Environmentalism, and Remembering the Failure to Close the Darien Gap,” <i>Environmental History</i> (2014).
Distinctions:	Melville Book Prize, 2008, for <i>An Environmental History</i> .

**Montgomery, Cherice**  
**Department of Spanish and Portuguese (Assistant Professor, untenured)**  
**Education:** PhD., Michigan State University (Emphasis in Learning, Technology, and Culture), 2009; M.A., Wichita State University (Curriculum and Instruction), 2002; B.A., Wichita State University (Spanish), 1992; Teaching Certification (State of Kansas), 1992–2011.  
**Academic Experience:** Assistant Professor, Brigham Young University, 2009–Present; Guest Professor, Michigan State, 2010; Associate Editor, *Journal of Critical Inquiry Into Curriculum & Instruction*.  
**Overseas Experience:** France, China, Mexico, Venezuela.  
**Languages:** Spanish (fluent).  
**% of time LAS:** 100%  
**LAS Courses Taught:** Exploration-Teaching Foreign Language, Secondary Student Teaching, Assessing Language Skills, Technology in Language Teaching and Research, Spanish Teaching Methods, Practicum in Teaching Spanish, Secondary Spanish Student Teaching, Techniques of Spanish Instruction, Secondary Spanish Teaching Internship, Media & Technology in Foreign Lang Instruction, Testing Language Skills.  
**Specialization:** Creativity, design-based pedagogies, and experiential learning Mentoring, leadership, and change, Pedagogy of professional development, Transliteracy, Twenty-first-century learning, and social technologies as pedagogical tools, World language education and curriculum development.  
**Recent Publications:** “The transformative power of performance-based assessment,” *ACTFL*, (2014).  
**Distinctions:** Best of UFLA Award, Utah Foreign Language Association.

**Moore, David**  
**J. Reuben Clark Law School (Professor of Law, tenured)**  
**Education:** J.D., J. Reuben Clark Law School, Brigham Young University, 1996; B.A. Brigham Young University, 1992.  
**Academic Experience:** Professor, J. Reuben Clark Law School, Brigham Young University (2008–present); Visiting Professor, George Washington University Law School (2008–09); Associate Professor, University of Kentucky College of Law (2007); Assistant Professor (2003–07); Associated Faculty Member, Univ. of Kentucky Patterson School of Diplomacy and International Commerce (2004–2007); John M. Olin Fellow in Law, University of Chicago Law School (2001–2003).  
**Overseas Experience:** Mexico.  
**Languages:** Spanish (fluent).  
**% of time LAS:** 25%  
**LAS Courses Taught:** Civil Procedure; International Law; Legal Scholarship Seminar U.S. Foreign Relations Law; Civil Procedure I & II; International Human Rights; International Law Seminar; International Human Rights Seminar; Legal Scholarship Seminar .  
**Specialization:** Foreign Relations Law; International Law; Structures of the Constitution; International Human Rights.  
**Recent Publications:** “Do U.S. Courts Discriminate Against Treaties?; Equivalence, Duality, and Non-Self-Execution,” *Columbia Law Review* (2010); “Medellín, the Alien Tort Statute, and the Domestic Status of International Law,” *Virginia Journal of International Law* (2010); “Law (makers) of the Land: The Doctrine of Treaty Non-Self-Execution,” *Harvard Law Review* (2009).  
**Distinctions:** Student Bar Association First-Year Professor of the Year Award (2011).

<b>Nelson, Everett James</b>	<b>Department of Civil and Environmental Engineering (Professor, tenured)</b>
Education:	Ph.D., Brigham Young University (Civil and Environmental Engineering) 1994; M.S., Brigham Young University (Civil and Environmental Engineering) 1990; B.S., Brigham Young University (Civil and Environmental Engineering) 1989.
Academic Experience:	Professor, Brigham Young University, 2008–Present; Graduate Coordinator, Brigham Young University, 2004–Present; Director, Mexico Engineering Study Abroad Program, 2004–Present; Associate Professor, Brigham Young University 2003–2008; Assistant Professor, 1996–2003; Research Lab Manager 1989–1996.
Overseas Experience:	Mexico, Nicaragua, Bolivia.
Languages:	Spanish (fluent).
% of time LAS:	50%
Specialization:	Civil Engineering Consultation, Latin America; Study abroad to Mexico
Recent Publications:	“Developing an International Study Abroad Program that is Sustainable from Both Faculty and Student Perspectives,” American Society for Engineering Education, Proceedings of the Engineering Education Annual Conference and Exposition, 2009 “The Water Balance for Reservoirs and its Application to Tropical Latitudes,” <i>Journal of Environmental Hydrologic Engineering</i> (2009); “CE-QUAL-W2 Modelo de Calidad del Agua para la Presa Aguamilpa, Nayarit, México,” <i>Limnological Society of Mexico</i> (2008).
<b>Nielsen, Andrea</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	M.A., University of Idaho (Educational Leadership), 2012;
Academic Experience:	Adjunct Professor, Brigham Young University; Student Teacher Supervisor, Brigham Young University.
Overseas Experience:	Guatemala.
Languages:	Spanish (fluent).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b).
% of time LAS:	100%
LAS Courses Taught:	Practicum in Teaching Spanish, Secondary Spanish Student Teaching, Secondary Spanish Teaching Internship.
Specialization:	Spanish.

<b>Nielson, Daniel</b>	<b>Department of Political Science (Associate Professor, tenured)</b>
Education:	Ph.D., UC San Diego (International Affairs), 1997; B.A., Brigham Young University (International Relations), 1988.
Academic Experience:	Associate Professor, Brigham Young University 2004–Present; Chief; Visiting Scholar, College of William and Mary, 2010.
Overseas Experience:	Brazil, Mexico.
Languages:	Spanish (conversational), Portuguese (fluent).
% of time LAS:	25%
LAS Courses Taught:	Academic Internship, Comparative Government & Politics, Political Inquiry, Theories of Comparative Politics, Topics in Comparative Politics, Topics in International Relations, Political Economy of Development
Specialization:	International Development of Latin America.
Recent Publications:	<i>Global Shell Games: Experiments on Anonymous Incorporation in Transnational Relations</i> , Cambridge University Press (2014); “Orchestrating the Fight against Anonymous Incorporation: A Field Experiment,” <i>International Organizations as Orchestrators</i> , Cambridge University Press (2013); “Using Field Experiments in International Relations: A Randomized Study on Anonymous Incorporation” <i>International Organization</i> (2013).
Distinctions:	Innovation in Teaching Award, BYU College of Family, Home & Social Sciences, 2013.
<b>Nielson, Rex</b>	<b>Department of Spanish and Portuguese (Assistant Professor, untenured)</b>
Education:	Ph.D., Brown University (Portuguese and Brazilian Studies), 2010; M.A., Brown University (Portuguese and Brazilian Studies), 2007; M.A., Brigham Young University (Comparative Literature), 2004; B.A., Brigham Young University (Comparative Literature), 2002.
Academic Experience:	Assistant Research Professor, Brigham Young University, 2010–Present; Visiting Assistant Professor, Brigham Young University, 2010–2011; Visiting Teaching Assistant, Harvard University, 2009; Adjunct Instructor
Overseas Experience:	Brazil, Portugal.
Languages:	Portuguese (fluent), Spanish (conversational).
% of time LAS:	100%
LAS Courses Taught:	Third-year grammar and Composition, Intro to Portuguese and Brazilian Literature, Contemporary Culture, Survey of Brazilian Literature, Special Topics in Brazilian Literature, African Portuguese Literature, Literary Theory and Research Methods, Seminar in Brazilian Literature.
Specialization:	Brazilian literature, culture, and cinema, Literatures of the Americas,
Recent Publications:	“O Pai Provisório: Fatherhood and New Masculinities in Cristovão Tezza’s <i>O Filho Eterno</i> ,” <i>LBR</i> (2015); “Ecocritical Thought in Euclides da Cunha’s Correspondence and Writings on the Amazon,” <i>Hispanic Issues</i> (2014).
Grad Advising 2009-14:	1
Distinctions:	Researcher in Residence Grant, Biblioteca nacional de Lisboa and the Fundação Luso-Americana, 2012; Nelson H. Vieira Award for Service to the Portuguese and Brazilian Studies Community, Brown University, 2012; President’s Award for Excellence in Teaching, Brown University, 2010.

<b>Nuckolls, Janis</b>	<b>Department of Education (Associate Professor, tenured)</b>
Education:	PhD., University of Chicago (Anthropological Linguistics), 1990; A.M., University of Chicago (Linguistics), 1983; B.A., University of Wisconsin Madison, 1981.
Academic Experience:	Associate Professor, Brigham Young University, 1993–present; Assistant Professor, Brigham Young University, 1990–1993; Assistant Professor, University of Alabama, Director of Ecuador Study Abroad Program.
Overseas Experience:	Ecuador.
Languages:	Ecuadorian Quechua (fluent), Spanish (fluent), French (reading).
% of time LAS:	100%
LAS Courses Taught:	Language Study: Quechua, Language Skills Development: Quechua, Intro to Human Language, Anthropologic Linguistics, Historical Comparative Linguistics, Readings in Linguistics.
Specialization:	Ecuadorian Quechua (Quichua) Linguistics, Cultural poetics of Quechua,
Recent Publications:	“Ideophones in bodily experience in Pastaza Quechua,” <i>Proceedings of STILLA</i> (2011); <i>Lessons from a Quechua Strongwoman: Ideophony, Dialogue, and Perspective</i> , University of Arizona Press (2010).
Distinctions:	Humanities Professor of Linguistic Anthropology, 2010–2013; Fulbright Hays Teaching Research Grant for Ecuador 2008–2009.
<b>Núñez, Carolina</b>	<b>J. Reuben Clark Law School (Associate professor of Law, untenured)</b>
Education:	J.D., J. Reuben Clark Law School, Brigham Young University, 2004; B.A. Brigham Young Univ., 2001.
Academic Experience:	Associate Professor of Law, J. Reuben Clark Law School, Brigham Young University (2010–present); Visiting Assistant Professor of Law (2008–10).
Overseas Experience:	Venezuela.
Languages:	Spanish (native).
% of time LAS:	50%
LAS Courses Taught:	Professional Responsibility, Torts, Immigration Law.
Specialization:	Immigration Law, Alienage Law, Undocumented Immigrants.
Recent Publications:	“Inside the Border, Outside the Law: Undocumented Immigrants and the Fourth Amendment,” <i>Southern California Law Review</i> (2011); “Fractured Membership: Deconstructing Territoriality to Secure Rights and Remedies for the Undocumented Worker,” <i>Wisconsin Law Review</i> (2010); “Still on the Border: The Fractured Membership Rights of the Undocumented Worker,” <i>Clark Memorandum</i> (2010).

<b>Otterstrom, Sam</b>	<b>Department of Geography (Professor, tenured)</b>
Education:	Ph.D., Louisiana State University (Geography), 1997; M.S., Brigham Young University (Geography), 1994; B.S., Brigham Young University (Geography), 1990.
Academic Experience:	Assistant Professor, Brigham Young University.
Overseas Experience:	Spain, Costa Rica.
Languages:	Spanish (conversational).
% of time LAS:	100%
LAS Courses Taught:	Honors Geography & World Affairs, Middle & South America, Europe, Statistics for Geographers, Professional Planning Studio.
Specialization:	Regional Geography (United States, Europe, and Latin America), Urban Planning.
Recent Publications:	"Income Change and Circular Migration: The Curious Case of Mobile Puerto Ricans, 1995-2010," <i>Journal of Latin American Geography</i> (2013); "Nicaraguan Migrants in Costa Rica during the 1990s: Gender Differences and Geographic Expansion," <i>Journal of Latin American Geography</i> (2008).
Distinctions:	Mollie and Karl Butler, Young Scholar Award in Western Studies, BYU - Charles Redd Center for Western Studies, 2007–2010; Brigham Young University Geography Professor of the Year, 2002;; H.B. Earhart Foundation Fellow, 1996–1997.
<b>Page, Randy</b>	<b>Department of Health Science (Professor, tenured)</b>
Education:	PhD, Southern Illinois University (Health Science), 1982; MHEd, Brigham Young University (Community Health Education), 1980; BS, Brigham Young University (Community Health Education), 1979;
Academic Experience:	Professor, Brigham Young University, 2008–Present; Professor and Coordinator of Health Education, University of Idaho, 1996–2002; Associate Professor, University of Idaho, 1991–1996; Visiting Associate Professor, Ohio State University, 1990–1991; Assistant Professor, University of Idaho, 1987–1990, Assistant Professor, University of Northern Colorado, 1985–1987; Assistant Professor, State University of New York Cortland, 1984–1985.
Overseas Experience:	Dominican Republic, Thailand, Vietnam.
Languages:	Spanish (reading).
% of time LAS:	25%
LAS Courses Taught:	Introduction to Health Teaching, Infectious and Chronic Disease, Small Group Health Promotion Interventions, Health Education Teaching Methods, Health Problems Workshop, Small-Group Health Promotion Interventions.
Specialization:	International Health.
Recent Publications:	"Psychosocial distress and substance use among adolescents in four countries: Philippines, China, Chile, and Namibia," <i>Youth &amp; Society</i> (2011); "Using the Global-School-Based Student Health Survey to Identify Correlates of Smoking in Chilean Youth," <i>International Electronic Journal of Health Education</i> (2009); "Attitudes about weight control among white and Hispanic middle school students: Implications for health education," <i>Northwest Journal of the American Alliance for Health, Physical Education, Recreation and Dance</i> (1988).

<b>Pratt, Dale</b>	<b>Department of Spanish and Portuguese (Professor, tenured)</b>
Education:	Ph.D., Cornell University (Romance Studies), 1994; B.A., Brigham Young University (Spanish), 1990.
Academic Experience:	Professor, Brigham Young University; Graduate Coordinator, Brigham Young University, 2011–Present; Presenter and Author, University of North Carolina Chapel Hill, 2013; Invited Lecturer and Panel Organizer, Literature Section Ateneo de Madrid, Spain, 2013; Conference Organizer, Ometeca Institute/Working Session XII: Relations between Humanities and Sciences in the Hispanic World, 2011-2012.
Overseas Experience:	Spain, Portugal.
Languages:	Spanish (fluent), Portuguese (conversational).
% of time LAS:	100%
LAS Courses Taught:	Theme Studies, Literary Relations, Intro to Spanish Literature, Survey Spanish Literature, Golden Age Literature, Don Quijote, Special Topics in Spanish Literature, Seminar in Spanish Literature.
Specialization:	Spanish Literature.
Recent Publications:	“Science, Technology, and Modernity in the Writings of Emilia Pardo Bazán,” <i>MLA Approaches to Teaching the Works of Emilia Pardo Bazán</i> , MLA (2013); “El cuarto de atrás, the Fantastic, and the Peninsular Survey Course,” <i>MLA Approaches to teaching the Works of Carmen Martín Gaité</i> , MLA (2013); “José de Letamendi, Symbolic Humanity and Contexts for the Individual in Nineteenth-Century Spain,” <i>Fringe Discourses: Modernity and Epistemology in Nineteenth-Century Spain</i> (2013); “La mente en la cueva: El yo del Otro prehistórico,” <i>Ometeca Institute</i> (2012)
Grad Advising 2009-14:	3
<b>Quackenbush, Howard</b>	<b>Department of Spanish and Portuguese (Professor, tenured)</b>
Education:	Ph.D., University of Illinois Urbana, (Spanish), 1970; M.A., Brigham Young University, (Spanish), 1967; B.A., Brigham Young University, (Spanish), 1965.
Academic Experience:	Professor, Brigham Young University, 2008–Present; Consultant, National Endowment for the Humanities, Washington, DC, 2010.
Overseas Experience:	Spain, Mexico.
Languages:	Spanish (fluent), Portuguese (conversational).
% of time LAS:	100%
LAS Courses Taught:	Intro to Spanish Literature, Mexican-American Literature, Early Spanish-American Literature, Survey of Hispanic-American Literature, Spanish-American Drama.
Specialization:	Latin American Theater and Poetry.
Recent Publications:	“Prejuicio terminológico, el teatro histórico hispanoamericano y el caso singular de Rodolfo Usigli,” <i>Texto crítico</i> (Jan-Jun, 2013); ...y los luceros se apagarán, Mexico City: Samsara Editorial (2012); <i>Antología del teatro dominicano contemporáneo</i> , Editora Corripio Santo Domingo (2004); “cacaxtla,” <i>Páginas Tlaxcala</i> , 2005.
Grad Advising 2009-14:	2
Distinctions:	Alcuin Fellow, Brigham Young University, 1993, P.A. Christensen Distinguished Lecturer Award, Brigham Young University, 1991

<b>Reyes, Oriana</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	PhD., University of Utah (Sociology), 2005; M.A., Brigham Young University (Spanish), 1991.
Academic Experience:	Instructor, Brigham Young University.
Overseas Experience:	Mexico, Peru.
Languages:	Spanish (native).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b).
% of time LAS:	100%
LAS Courses Taught:	Third-year Spanish Reading, Grammar and Culture, Third-year Spanish Composition, Intro to Spanish Literature, Spanish-American Culture and Civilization, Survey Hispanic-American Literature.
Specialization:	Spanish.
<b>Rogers, Duke</b>	<b>Department of Biology (Professor, tenured)</b>
Education:	Ph.D., UC, Berkeley (Zoology), 1986; M.S., Texas A&M University (Wildlife and Fisheries Sciences), 1979; B.S., Texas A&M University (Wildlife and Fisheries Sciences), 1976.
Academic Experience:	Professor, Brigham Young University, 2006–Present; Curator, MLBM, Brigham Young University, 2006–Present; Visiting Scientist, Department of Pathology, University of Texas Medical Branch, 2009–2010; Presenter and Author, sexto Congresso Brasileiro de Matozoologia, Brasil, 2013.
Overseas Experience:	Mexico.
Languages:	Spanish (fluent).
% of time LAS:	50%
Specialization:	Natural history and evolutionary relationships of Mexican mammals, with emphasis on rodents.
Recent Publications:	“Predictors of natal mastomys infestation in Lassa fever endemic villages of eastern Sierra Leone,” <i>Centers for Disease Control and Prevention</i> (2014); “In the wake of invasion: Tracing the historical biogeography of the South American cricetid radiation,” <i>PLOS ONE</i> (2014); “Revisiting Amazonian phylogeography: insights into diversification hypotheses and novel perspectives,” <i>Springer</i> (2013).
Distinctions:	Mentoring Environment Grant, BYU-ORCA, 2011–2013; Research/Creative Work.

<b>Rosborough, Alessandro</b>	<b>Department of Teacher Education (Assistant Professor, untenured)</b>
Education:	Ph.D., University of Nevada (TESOL), 2010; M.A., University of Utah (Applied Linguistics), 2001; B.S., Brigham Young University (Anthropology), 1996.
Academic Experience:	Assistant Professor, Brigham Young University, 2011–Present; Assistant Professor Idaho State University, 2009–2011.
Overseas Experience:	Italy, Spain.
Languages:	Italian (semi-fluent). Spanish (fluent).
% of time LAS:	80%
LAS Courses Taught:	Second Language Acquisition, Dual Immersion Lang/Instr., Dual Immersion Content-Based Instr, Practicum in Dual Immersion, ESL Methods, ESL Theory, Classroom, Management and Motivation, Families, Community and Culture.
Specialization:	Second Language Acquisition, Dual Language Immersion.
Recent Publications:	“Institutional productivity ratings based on publications in nine literacy journals: 1972–2012,” <i>Journal of Reading Psychology</i> (2014); “Embodied meaning-making and gesture,” <i>Journal of Pedagogy</i> (2014); “Gesture as a private form of communication during lessons in an English as a second language designated elementary classroom: A sociocultural approach,” <i>TESOL Journal</i> (2013).
Distinctions:	Presidential Scholarship Nomination Winner in Curriculum & Instruction Department, UNLV, (2009).
<b>Rosenberg, John</b>	<b>Department of Spanish and Portuguese (Professor, tenured )</b>
Education:	Ph.D., Cornell University (Romance Studies: Spanish Literature), 1985; M.A., Cornell University (Romance Studies: Spanish Literature), 1984; M.A., Brigham Young University (Spanish Literature), 1981; B.A., Brigham Young University (Spanish and Psychology), 1979.
Academic Experience:	Dean of Humanities, Brigham Young University, 2005–Present; Professor, Brigham Young University, 1985–Present; Intense Summer Spanish Institute, Lake Tahoe, California, 2000–2010; Curso Superior de Filología Hispanica, Universidad de Salamanca, Spain, 2003, 2004; Director, Travel Study to Spain, 2001, 2003; Associate Dean, Brigham Young University, 1997–2005; Director, Founding Faculty Advisor for <i>La Marca Hispánica</i> , 1989–1995, 1998.
Overseas Experience:	Spain, Mexico, Venezuela.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Intro to Spanish Literature, Special Topics in Spanish Literature, Seminar in Spanish Literature, Masterpieces of Spanish Literature; Twentieth-Century Spanish Theatre; Spanish Romanticism; Parody as Literary Tradition; Intro to Literary Theory; Methodology of the Literature Classroom.
Recent Publications:	“Beyond Indigestion,” <i>Framing the Quixote</i> (2007); “Cervantes’ Inn: Literacy, Conversation, and Stewardship of the Mind,” <i>Spirit of Renewal A Celebration of the Moral Dimensions of Teaching</i> (2007); <i>The Black Butterfly: Concepts of Spanish Romanticism</i> , U of Mississippi Romance Monographs (1998).
Distinctions:	Cruz de Oficial, Orden de Mérito Civil, Spain, 2011; AED Scholar (Agenda for Education in a Democracy), Institute for Educational Inquiry, 2007–10.

<b>Rugh, Jacob</b>	<b>Department of Sociology (Assistant Professor, tenured)</b>
Education:	Ph.D., Princeton University (Public Affairs), 2012; M.P.A. (Public Affairs), Princeton University, 2008; U.R.P. (Urban and Regional Planning), Princeton University, 2008; B.S., Brigham Young University, 2001
Academic Experience:	Assistant Professor, Brigham Young University, 2012–Present; Assistant Instructor, Princeton University, 2010–2011; Teaching Assistant, Latin America Studies, Brigham Young University, 1999–2001.
Overseas Experience:	Guatemala.
Languages:	Spanish (fluent).
% of time LAS:	25%
LAS Courses Taught:	Introductory Sociology, Multicultural America, Urban Sociology.
Specialization:	Segregation, Discrimination, Mortgage Lending, Housing, Immigration, Sprawl, Spatial and Social Relations, Race, Ethnicity.
Recent Publications:	“Segregation in Post-Civil Rights America: Stalled Integration or End of the Segregated Century?,” <i>Du Bois Review: Social Science Research</i> (2013); “New Evidence on Racial and Ethnic Disparities in Homeownership,” <i>Social Science Research</i> (2013); “The Provision of Local Public Goods in Diverse Communities: Analyzing Municipal Bond Elections,” <i>Journal of Politics</i> (2011); “The Geography of Undocumented Mexican Migration,” <i>Mexican Studies/Estudios Mexicanos</i> (2010); “Racial Segregation and the American Foreclosure Crisis,” <i>American Sociological Review</i> (2010).
Distinctions:	Woodrow Wilson Society of Fellows, 2011–2012; Princeton University Fellowship, 2006–2012.
<b>Searcy, Michael</b>	<b>Department of Anthropology (Assistant Professor, untenured)</b>
Education:	Ph.D., University of Oklahoma, 2010; M.A., Brigham Young University, 2005; B.A., University of North Texas, 2000.
Academic Experience:	Assistant Professor, Dept. of Anthropology, Brigham Young University (BYU) (2012–present); Visiting Professor (2011–12); Adjunct instructor (2011); Staff archaeologist/historian, Office of Public Archaeology, BYU (2010–11); Instructor, Department of Anthropology, University of Oklahoma (2006–09); Teaching Assistant, Department of Anthropology (2006–07);
Overseas Experience:	Mexico, Guatemala.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Social/Cultural Anthropology; Introduction to Archaeology; Foundations of Social Theory; Symbolic Anthropology; Field School of Archaeology; Lab Skills for Anthropology; Ethnoarchaeology; Heritage Resource Management; Southwest Seminar; Archaeoinformatics.
Specialization:	Mesoamerican Archaeology.
Recent Publications:	In press: <i>Beginnings: The Viejo Period. In The Archaeology of Paquime and the Casas Grandes Region, Chihuahua, Mexico</i> , ed. Paul E. Minnis and Michael E. Whalen. University of Arizona Press, Tucson. (with Jane Kelley) “Cultural and Contextual Differentiation of Mesoamerican Iconography in the U.S. Southwest/Northwest Mexico,” <i>Building Transnational Archaeologies: 11th Southwest Symposium</i> , ed. Elisa Villalpando and Randal H. McGuire, Arizona State Museum, Tucson (2014); “Understanding the Viejo Period: What Are the Data?,” <i>Collected Papers from the 17th Biennial Mogollon Archaeology Conference</i> , Western New Mexico University, Silver City (2013; with Todd A. Pitezel).

<b>Sherman, Alvin</b>	<b>Department of Spanish and Portuguese (Professor, tenured)</b>
Education:	Ph.D., University of Virginia (Spanish), 1990; M.A., Brigham Young University (Spanish), 1987; B.A., Brigham Young University (Spanish), 1985.
Academic Experience:	Professor, Brigham Young University; Chair, Department of Spanish and Portuguese, 2005–2011; Director of Study Abroad, Spain (2000, 2002, 2008).
Overseas Experience:	Chile, Spain.
Languages:	Spanish (fluent), Portuguese (conversational).
% of time LAS:	100%
LAS Courses Taught:	Literary Theory and Research Methods, Intro to Spanish Literature, Medieval Spanish Literature, Survey Spanish Literature, Don Quijote, Special Topics in Spanish Literature, Seminar in Spanish Literature.
Specialization:	Spanish Literature
Recent Publications:	<i>Food, War, and National Identity in Almudena Grandes 'Inés y la alegría'</i> , Routledge (2013); "Mi exterior no te engana...Ilusiones y (des)ilusiones en De Villahermosa a la China por Nicomedes Pastor Díaz," Academia.edu (2010);
Grad Advising 2009–14:	1
<b>Shumway, Jeff</b>	<b>Department of History (Assistant Professor, tenured)</b>
Education:	Ph.D., University of Arizona (Latin American History), 1994–1999; M.A., Brigham Young University (U.S. History, 1986–1992), 1999–1994; B.A., Brigham Young University-Hawaii (History), Spanish minor. 1986–1992.
Academic Experience:	Assistant Professor, Brigham Young University, 1999–Present; Graduate Teaching Assistant, University of Arizona, 1994–1997; Instructor, Brigham Young University, 1995; Presenter and Author, Argentina, 1998.
Overseas Experience:	Argentina, Puerto Rico, Spain.
Languages:	Spanish (fluent); Portuguese (reading).
% of time LAS:	100%
LAS Courses Taught:	Historian's Craft, World Civilization from 1500, Modern Latin America, Latin American Age of Revolution, History of Argentina, Gender & History in Latin America, Special Topics, Capstone Research Seminar, Intro to LAS Argentina's society.
Specialization:	
Recent Publications:	<i>A Woman, A Man, A Nation: Mariquita Sánchez, Juan Manuel de Rosas, and the Creation of Argentina</i> , Albuquerque: University of New Mexico Press (forthcoming); <i>The Case of the Ugly Suitor and Other Histories of Love, Gender, and Nation in Buenos Aires, 1776-1870</i> , University of Nebraska Press (2004); " 'Sometimes knowing how to forget is also having memory: The Repatriation of Juan Manuel de Rosas and the Healing of Argentina,' " <i>Death and Dismemberment: The Politics of the Body and the Body Politic in Latin America</i> , Albuquerque: University of New Mexico Press (2004).
Distinctions:	Honorable Mention for the Tibesar Prize for best article, 2003; Scholar Athlete Award; NAIA Academic All-American (basketball) 1990–1992.

<b>Siegmund, Marianne</b>	<b>Harold B. Lee Library (Associate Librarian, tenured)</b>
Education:	MLS., Indiana University, Specializing in Latin American Studies, 1978; M.A., Indiana University, Hispanic Languages and Literature, 1969, B.A., University of Oklahoma, Spanish, 1966.
Academic Experience:	Monographs Cataloger for Spanish and German Language, 1992–Present; Monographs Cataloger, University of Kansas, 1979–1991; Cataloger, Indiana University 1978–79.
Overseas Experience:	Mexico.
Languages:	Spanish (intermediate), Portuguese (beginner).
% of time LAS:	75%
Specialization:	Monograph Cataloging, Foreign Language Collections, Index Compilation
Recent Publications:	Co-author of: <i>The Brigham Young University Foreign Language Collections: An Assessment</i> , with Mark L. Grover, et al. Provo, Utah: Harold B. Lee Library, Brigham Young University, 1993; “Print on Paper Still Rules at the 1997 Frankfurt Book Fair,” <i>Graphic Arts Journal</i> (1998).
Distinctions:	American Library Association, 2005; Utah Library Association, 2005; Seminar on the Acquisition of Latin American Library Materials subcommittee on Cataloging and Bibliographic Technology, and subcommittee on National Level Cooperation.
<b>Sites, Jack</b>	<b>Department of Biology, (Professor, tenured)</b>
Education:	Ph.D., Texas A&M University (Biology), 1982; Ph.D., Texas A&M University (Wildlife & Fisheries Sciences), 1980; M.S., Austin Peay State University (Biology), 1975; B.S., Austin Peay State University (Biology), 1973.
Academic Experience:	Professor of Biology & Curator of Herpetology, Brigham Young University, 1992–Present; Associate Director (Research & Collections), Bean Life Science Museum, Brigham Young University, 2006–2011; Presenter, University of Nevada, 2013; Presenter, University of Brasilia, Brazil, 2012.
Overseas Experience:	Argentina, Brazil, Chile, Costa Rica, Ecuador, French Guiana, Panama, & Venezuela
Languages:	Spanish (conversational).
% of time LAS:	50%
Specialization:	Speciation in Patagonia (Investigator for Lizards and Frogs)
Recent Publications:	“Species Delimitation: A Decade after the Renaissance,” <i>The Species Problem: Ongoing Issue</i> (2103); “Integrative taxonomy and preliminary assessment of species limits in the <i>Liolaemus walker</i> complex,” <i>National Geographic Society</i> (2013).
Distinctions:	President Elect, Society of Systematic Biologist, 2013–2015; Thomas L. Martin Professorship, College of Life Sciences, 2011–2014.

<b>Smead, Robert</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., University of Texas Austin (Iberoromance Philology and Linguistics), 1988; M.A., Brigham Young University (Spanish Language), 1983; B.A., Brigham Young University (Spanish), 1981.
Academic Experience:	Associate Professor, Brigham Young University, 1995–Present; Assistant Professor, University of Arizona, 1988–1995.
Overseas Experience:	Mexico.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Spanish Phonetics and Pronunciation, Survey Hispanic Linguistics, Border Spanish, Spanish and English Structure, Problems with Spanish Grammar, Special Topics Spanish Linguistics.
Specialization:	Spanish mood (indicative/subjunctive), language contact and bilingualism, and Spanish in the U.S.
Publications:	“On Spanish Loanwords and Loanblends in Hawai’i Creole English,” <i>Pacific Studies</i> , 92(2013); “On the Assignment of Gender to Chicano Anglicisms: Processes and Results,” <i>Bilingual Review/Revista Bilingüe</i> , (2000).
Grad Advising 2009–14:	1
<b>Smith, Timothy</b>	<b>Department of Psychology (Professor, tenured)</b>
Education:	Ph.D., Professional-Scientific Psychology, Utah State University, (Combined Clinical, Counseling, & School Psychology) 1997; M.A., Utah State University (Sociology), 1996; M.A., Rhodes University, South Africa (Research Psychology), 1995; M.S., Utah State University (Counseling Psychology), 1993; B.S., Brigham Young University (Psychology), 1991.
Academic Experience:	Professor of Counseling Psychology, Brigham Young University, 2008–Present; Department Chair, Brigham Young University, 2010–Present; Visiting Professor, Uganda Christian University, 2010–2011; Assistant Professor, University of South Dakota, 1997–1999; Adjunct Assistant Professor, Drexel University, 1997.
Languages:	Spanish (conversational).
% of time LAS:	25%
LAS Courses Taught:	Social Psychology, Counseling Multicultural and Diverse Populations, Practicum & Internship: Counseling and School Psychology.
Specialization:	Latinos in the U.S.
Recent Publications:	“School experiences of early adolescent Latinos/as at risk for emotional and behavioral disorders,” <i>School Psychology Quarterly</i> (2013); “The Hispanic mortality paradox: A systematic review and meta-analysis of the longitudinal literature,” <i>American Journal of Public Health</i> (2013); “Racial/ethnic matching of clients and therapists in mental health services: A meta-analytic review of preferences, perceptions, and outcomes,” <i>Journal of Counseling Psychology</i> (2011).
Distinctions:	Fulbright Grant, U.S. Department of State, Uganda Christian University, Mukono, 2010–2011; Emerging Professional Award, American Psychological Association Division, 2007; Outstanding Contribution to Scholarship on Race and Ethnicity Award, American, 2007; Psychological Association Section on Ethnic and Racial Diversity, 2007; Young Scholar Award, Brigham Young University, 2003.

<b>Stallings, Gloria</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	M.A., (Spanish), 2007.
Academic Experience:	Instructor, Brigham Young University.
Overseas Experience:	Colombia.
Languages:	Spanish (native speaker).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b).
% of time LAS:	100%
LAS Courses Taught:	Cultural Survey, Cultural Proofs, Spanish Conversation 1, Spanish Conversation 2, University Spanish 3, Third-year Spanish Reading, Grammar and Culture, Third-year Spanish Composition.
Specialization:	Spanish.
<b>Stallings, Gregory</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., UC Irvine (Spanish), 1999; M.A., Brigham Young University (Spanish), 1993; B.A., Brigham Young University (English Literature), 1989.
Academic Experience:	Associate Professor, Brigham Young University 1999–Present; Presenter, Universidad de Salamanca, Spain 2012; Presenter, Universidad de Valencia, Spain 2010; Co-Director, International Cinema, Brigham Young University, 2008–2010.
Overseas Experience:	Colombia, Spain, Mexico.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Culture Survey of Europe, Culture Proofs, Literary Theory and Research Methods, University Spanish, Spanish Conversation, Third-year Spanish Reading, Grammar and Conversation, Intro to Spanish Literature, Iberian Civilization, Spanish American Culture and Civilization, Contemporary Culture, Survey Spanish Literature, Twentieth-Century Literature, Special Topics in Spanish Literature, Spanish Topics Contemporary Literature Theory.
Specialization:	Twentieth-Century Spanish Poetry and Critical Literary Theory.
Recent Publications:	<i>Material Spirit. Religion and Literature Intrascendent</i> . Eds. Gregory C. Stallings, Manuel Asensi and Carl Good. Fordham University Press, 2014. “El Jazz y el cine negro en Ni el tiro del final de José Pablo Feinmann,” <i>La(re)invención del género negro</i> . Javier Sánchez Zapatero and Alex Martín Escriba, eds. (2014); “La voz femenina del género negro en Almodóvar,” <i>Historia, memoria y sociedad en el Género Negro. Literatura, cine, televisión y comic</i> . Javier Sánchez Zapatero and Alex Martín Escriba, eds. (Santiago de Compostela: Andavira, 2013); “Modelizaciones musicales: Manuel Asensi, Haruki Murakami,” <i>Revista Anthropos</i> (2012); “El sujeto negro en tu rostro mañana in Género negro para el siglo XXI,” <i>Nuevas tendencias, nuevas voces</i> (2011).
Grad Advising 2009–14:	3

<b>Steffen, Patrick</b>	<b>Department of Psychology (Associate Professor, tenured)</b>
Education:	Ph.D., University of Miami, (Clinical Health Psychology), 1998; M.S., University of Miami (Clinical Health Psychology), 1996; B.S., Brigham Young University (Psychology), 1993.
Academic Experience:	Associate Director of Clinical Psychology, 2009–Present; Associate Professor, Brigham Young University, 2006–Present; Assistant Professor, Brigham Young University, 2000–2006.
Languages:	Spanish (fluent).
% of time LAS:	75%
LAS Courses Taught:	Latino Health.
Specialization:	Stress health; effects of culture and spirituality on health, Latino health
Recent Publications:	“A comparison of religious orientation and health between Whites and Hispanics,” <i>Journal of Religion and Health</i> (2012); “The association between religion and acculturation in Utah Mexican immigrants,” <i>Mental Health, Religion, and Culture</i> (2011); “Latino Health,” ed. H.S. Friedman, <i>The Oxford Handbook of Health Psychology</i> (2011); “Sleep disturbance mediates the relationship between perceived racism and depressive symptoms in Hispanic American immigrants,” <i>Ethnicity &amp; Disease</i> (2006).
<b>Terry, Richard</b>	<b>Department of Plant and Wildlife Sciences (Professor, tenured)</b>
Education:	Ph.D., Purdue University (Soil Biochemistry), 1974–1976; M.S., Purdue University (Soil Biochemistry), 1972–1974; B.S., Brigham Young University (Agronomy), 1967–1972.
Academic Experience:	Professor, Brigham Young University, 1986–Present; Department Chair, Brigham Young University, 1989–1998; Associate Professor, Brigham Young University, 1980–1986; Assistant Professor, University of Florida, 1977–1980.
Overseas Experience:	Guatemala, Mexico.
Languages:	Spanish (fluent).
% of time LAS:	75%
LAS Courses Taught:	Environmental Biology, Intro to Soil Science, Environmental Science Lab, Advanced Topics in PWS, Intro to Soil Science, Soils Conservation & Resources Section, Environmental Biology, Intro to Soil Science, Environmental Science Lab, Soil Microbiology Section.
Specialization:	Soil microbiology and biochemistry; stable carbon isotopic signatures of ancient maize fields in Mesoamerica and the Intermountain region of the USA.
Recent Publications:	“Geochemical analysis of Late Classic and Post Classic Maya marketplace activities at the plazas of Cobá, Mexico,” <i>Journal of Field Archaeology</i> (2014); “Stable carbon isotope signatures of ancient Maize agriculture at El Kinel, Guatemala,” <i>Central European Geology</i> (2013; co-author); “Soil geochemical analyses at the Preclassic site of Xtobo,” <i>Ancient Mesoamerica</i> (2012); “Soil chemistry in the Search for Ancient Maya Marketplaces,” <i>The Ancient Maya Marketplace: The Archaeology of Transient Space</i> , University of Arizona Press (forthcoming); “Prospección de fósforo en búsqueda de basureros antiguos en Tikal, Guatemala,” (2011).
Distinctions:	Agronomy Society of America: Fellow of the Agronomy Society of America.

<b>Thompson, Gregory</b>	<b>Department of Spanish and Portuguese (Assistant Professor, untenured)</b>
Education:	Ph.D., University of Arizona (Second Language Acquisition and Teaching), 2006; M.A., Brigham Young University (Spanish Pedagogy), 2001; B.A., Brigham Young University (Math Education), 1999; B.A., Brigham Young University (Spanish Education), 1999.
Academic Experience:	Assistant Professor, Brigham Young University, 2012–Present; Assistant Professor, University of Central Florida, 2006–2012; Presenter and Author, Florida Foreign Language Association (FFLA), Florida, 2012.
Overseas Experience:	Spain.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Foundational Spanish, University Spanish 1, University Spanish 2, Teaching Oral & Literacy Skills, Directed Teaching of Spanish, Teaching Hispanic Culture.
Specialization:	Spanish Pedagogy
Recent Publications:	“Intersection of Service and Learning: Research and Practice in the Second Language Classroom,” <i>Information Age Publishing</i> (2012); <i>Spanish in Bilingual and Multilingual Settings around the World</i> , Brill (2012; co-author); “Interlanguage variation: The influence of monitoring and contextualization on L2 phonological production,” <i>Vigo International Journal of Applied Linguistics</i> (2012).
Grad Advising 2009–14:	3
<b>Turley, Jeffrey</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., UC Berkeley (Romance Philology), 1992; M.A., Brigham Young University (Spanish Linguistics), 1984; B.A., Brigham Young University (Spanish Linguistics), 1982.
Academic Experience:	Associate Professor, Brigham Young University, 1989–Present; director of Study Abroad Program, Spain 1991; Director of Literacy Program, Mexico, 1998.
Overseas Experience:	Peru, Spain, Mexico, Dominican Republic.
Languages:	Spanish (fluent), Italian, French (reading), Portuguese (conversational).
% of time LAS:	100%
LAS Courses Taught:	Cultural Proofs, Romance Philology, Third-year Spanish Reading, Grammar, and Culture, Spanish Phonetics and Pronunciation, Survey Hispanic Linguistics, Contemporary Culture, Academic Internship, Fourth-year Spanish Grammar, Problems in Spanish Grammar, History of Spanish Language, Spanish Morphosyntax.
Specialization:	Etymology, the pragmatics, semantics and semiotics of pronoun systems, markedness theory, and historical morphosyntax.
Publications:	<i>The Boxer Codex: Transcription and Translation of a Late Sixteenth-century Spanish Manuscript Concerning the History and Ethnography of the Pacific, Southeast Asia and East Asia</i> . Translated by Jeffrey S. Turley. Edited by George B. Souza and Jeffrey S. Turley. Brill. To appear, 2015.
Grad Advising 2009–14:	3

<b>Udall, Josh</b>	<b>Department of Plant and Wildlife Sciences (Associate Professor, tenured)</b>
Education:	Ph.D., University of Wisconsin (Plant Breeding and Genetics), 2003; M.S., University of Idaho (Plant Science), 1997; B.S., Brigham Young University (Botany, Biotechnology), 1995.
Academic Experience:	Associate Professor, Brigham Young University, 2006–Present.
Overseas Experience:	Guatemala.
Languages:	Spanish (Conversational).
% of time LAS:	50%
Specialization:	Quinoa
Recent Publications:	“Transcriptome Analysis of Drought Induced Stress in Chenopodium Quinoa,” <i>American Journal of Plant Sciences</i> (2014); “Single Nucleotide polymorphisms identification, characterization and linkage mapping in Chenopodium quinoa,” <i>The Plant Genome</i> (2012); “Physiological responses of Chenopodium quinoa to salt stress,” <i>International Journal of Plant Physiology and Biochemistry</i> (2011)
Distinctions:	Graduate Mentoring in Research, ORCA, BYU, 2013; Outstanding Faculty Researcher, College of Life Science, Brigham Young University, 2013.
<b>Wakefield, Lee</b>	<b>Department of Dance (Professor, tenured)</b>
Education:	M.A., Brigham Young University (Dance), 1982; B.A., Brigham Young University (Recreation Administration), 1977.
Academic Experience:	Artistic Director, Ballroom Company, Brigham Young University.
Overseas Experience:	Latin America.
Languages:	Spanish (conversational).
% of time LAS:	50%
LAS Courses Taught:	Ballroom Dance Performance, Ballroom dance, International Standard.
Specialization:	Competition Medleys in Latin America, International Ballroom Dance, Latin Dances.
Distinctions:	Heritage Award, National Dance Association, 2009; United States Professional Theatrical Arts Champions, 1983–1984.

<b>Ward, Evan</b>	<b>Department of History (Associate Professor, tenured)</b>
Education:	PhD., University of Georgia (History), 2000; M.A., University of Georgia (History), 1997; B.A., Brigham Young University (History), 1995.
Academic Experience:	Associate Professor, Brigham Young University; Visiting Fellow, Whitley Institution.
Overseas Experience:	Argentina, Austria, Brazil, Chile, China, Colombia, Cuba, Dominican Republic, Ecuador, Germany, India, Japan, México, Nepal, Peru, Turkey, Uruguay.
Languages:	Spanish (fluent), Portuguese (conversational).
% of time LAS:	100%
LAS Courses Taught:	Historian's Craft, World Civilization from 1500, Modern Latin America, History of Mexico, Inter-American Relations, Special Topics, Capstone Research Seminar, Cultural Proofs, Intro Latin American Studies.
Specialization:	Latin American culture and languages.
Recent Publications:	"Footprints, Frontiers, and Empires: Tourism Development in Latin America, 1840-1959," <i>Wiley Blackwell</i> (2013); "Tijuana," in <i>Icons of Mexico</i> , ed Eric Zolov, ABC-CLIO (2013); "Looking Backwards Towards the Future: Historical Analysis of Machu Picchu Planning Documents as a Key to Site Conservation," <i>World Heritage Sites and Tourism: Global and Local Relations</i> . Ashgate (2012).
<b>Weatherford, Douglas</b>	<b>Department of Spanish and Portuguese (Associate Professor, tenured)</b>
Education:	Ph.D., Pennsylvania State University (Spanish), 1997; B.S., Brigham Young University (Spanish), 1988.
Academic Experience:	Associate Professor, Brigham Young University, 1995–Present; Head of Hispanic and Luso-Brazilian Section, Brigham Young University, 2011–2012; Assistant Copy Editor, Hispania, 2011–Present; Graduate Coordinator, Brigham Young University, 2004–2011; Presenter and Author, Universidad Nacional Autónoma de México/Fundación Juan Rulfo, Mexico City, 2013; Presenter and Author, University of Louisville, 2013.
Overseas Experience:	Mexico, Cuba.
Languages:	Spanish (fluent).
% of time LAS:	100%
LAS Courses Taught:	Intro to Spanish Literature, Spanish American Culture and Civilization, Contemporary Culture, Early Spanish-American Literature, Survey Hispanic-American Literature, The Spanish-American Novel, Early Spanish-American Literature, Seminar in Spanish-American Literature.
Specialization:	The narrative of Mario Vargas Llosa, Rosario Castellanos, and historical novels that retell the period of Discovery and Conquest.
Recent Publications:	"Columbus Reads America in Roa Basto's <i>Vigilia del Almirante</i> ," <i>Confluencia: Revista Hispánica de Cultura y Literatura</i> (2103); "Texto para cine: El gallo de oro en la producción artística de Juan Rulfo," in <i>El gallo de oro</i> , Editorial RM (2010).
Grad Advising 2009–14:	4

<b>Whiting, Erin</b>	<b>Department of Teacher Education (Assistant Professor, untenured)</b>
Education:	Ph.D., University of Missouri-Columbia (Rural Sociology); M.S., Brigham Young University (Sociology), 1999; B.S., Brigham Young University (Sociology), 1997.
Languages:	Spanish (fluent).
% of time LAS:	50%
LAS Courses Taught:	Multicultural Education, Classroom as Culture and Knowledge Systems, Population and Ecology, Social Inequality, Modern Societies, Social Problems, Intro to Sociology.
Specialization:	Multicultural education, social inequality.
Recent Publications:	"Taking a closer look at parents at one Spanish-English two-way immersion charter school: An innovative approach to understanding school community," <i>Journal of Multilingual and Multicultural Development</i> (2012); "Examining the socio-linguistic context in schools and neighborhoods of pre-adolescent Latino students: Implications for ethnic identity," <i>Journal of Language and Identity Education</i> (2012); "Reasons for enrollment at a Spanish-English two-way immersion charter school among highly motivated parents from a diverse community," <i>International Journal of Bilingual Education and Bilingualism</i> (2011).
<b>Williams, Fred</b>	<b>Department of Spanish and Portuguese (Professor, tenured)</b>
Education:	Ph.D., University of Wisconsin Madison (Portuguese), 1971; University of Wisconsin Madison (Portuguese), 1967; B.A., Brigham Young University (Spanish Civilization), 1965.
Academic Experience:	Professor, Brigham Young University; Director of Study Abroad Program in Mozambique, 2000, 2004–2009; Director, UC Educational Abroad, Amazon, Brazil, 1996; Professor, UC Santa Barbara, 1974–1999; Professor, UC Los Angeles, 1971–1973.
Overseas Experience:	Argentina, Venezuela, Uruguay, Brazil, Portugal, Mozambique.
Languages:	Spanish (fluent), Portuguese (fluent).
% of time LAS:	100%
LAS Courses Taught:	Intro to Portuguese and Brazilian Literature, Survey of Brazilian Literature, Seminar in Portuguese Literature.
Specialization:	Luso-Afro-Brazilian literatures and cultures, poetry translation.
Recent Publications:	<i>Poets of Portuguese Asia: Goa, Macau, East Timor, a Bilingual Selection</i> , BYU Studies (Utah), Instituto Camões (Portugal), Fundação Casa Macau (Macau), (2013); <i>Poets of Cape Verde, A Bilingual Selection</i> , (2010); <i>Poets of Portugal: A Bilingual Selection of Poems from the Thirteenth Through Twentieth Centuries</i> , BYU Studies, 2007.
Grad Advising 2009–14:	2
Distinctions:	Commemorative Jorge de Sena Medallion, Portugal, 1999; Gerrit de Jong Jr. Distinguished Professor of Luso-Afro-Brazilian Studies, Brigham Young University, 1999; Sousândrade Gold Medal, Brazil, 1988; member of the Academia de Letras de Maranhão, Brazil, 1975.

<b>Williams, Lynn</b>	<b>Department of Spanish and Portuguese (Professor, tenured)</b>
Education:	PhD., University of London (Spanish Sociolinguistics), 1978; B.A., University of London (Spanish), 1975; B.A., University of London (Portuguese), 1973.
Academic Experience:	Professor, Brigham Young University; Associate Chair, Department of Spanish and Portuguese, Brigham Young University 2011–Present; Director of Study Abroad, Madrid, Spain 2012–2013, 2010; Visiting Professor, University of Cambridge, 1998; External examiner of Spanish, University of Oxford, 1997–1999.
Overseas Experience:	Spain, England.
Languages:	Spanish (fluent), Portuguese (conversational).
% of time LAS:	100%
LAS Courses Taught:	Third-year Spanish Reading, Grammar and Culture, Spanish Phonetics and Pronunciation, Survey Hispanic Linguistics, Intro to Spanish Literature, Iberian Civilization, Contemporary Culture, Fourth-year Grammar, Spanish and English Structure, Survey Spanish Literature, Special Topics Spanish Linguistics.
Specialization:	Spanish Literature.
Recent Publications:	“Jornada de D. Luis Mendez de haro y Guzmán a Extremadura, 1658-1659: Implicaciones para la política española internacional del momento,” <i>Manuscripts</i> (2013); “Pedro Cardim et al., Polycentric Monarchies: How did Early Modern Spain and Portugal Achieve and Maintain Global Hegemony,” <i>Bulletin of Spanish Studies</i> (2013).
Grad Advising 2009–14:	1
<b>Williams, Mabel</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	M.A., University of Exeter (Spanish), 1984.
Academic Experience:	Instructor, Brigham Young University.
Overseas Experience:	Spain, England.
Languages:	Spanish (native speaker), French (conversational).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b).
% of time LAS:	100%
LAS Courses Taught:	Third-year Spanish Reading, Grammar and Culture, Spanish Conversation.
Specialization:	Spanish.

<b>Wilson, Mac</b>	<b>Department of Spanish and Portuguese (Assistant Professor, untenured)</b>
Education:	Ph.D. candidate (received the level of distinction on PhD exams), (Spanish Literature) Rutgers University, estimated graduation date: August 2014. M.A., (Spanish) Brigham Young University, 2009. B.A., (Latin America Studies and Horticulture), Brigham Young University, 2006.
Academic Experience:	Assistant Professor, Brigham Young University, 2014; Coadjunct, School of Arts and Sciences' Summer Language Program, Rutgers University 2013; Writing Program Teaching Assistant, Department of English, Rutgers, 2013.
Overseas Experience:	Argentina, Southern Cone.
Languages:	Spanish (fluent), Portuguese (intermediate).
% of time LAS:	100%
LAS Courses Taught:	Intro to Spanish Literature, Spanish-American Culture and Civilization.
Specialization:	Twentieth- and Twenty-first- Century Spanish American literature and culture, Southern Cone literature and culture, Ecocriticism.
Publications:	"La utopia babal: La urbanización, la globalización y la anti-bucólica en <i>Últimas noticias del paraíso</i> ," <i>Econzon@: European Journal of Literature, Culture and Environment</i> , (2012); "Fin del mundo" and "Radio del malecón," <i>Yzur</i> , New Brunswick, NJ: Department of Spanish and Portuguese, Rutgers University (2010);
Distinctions:	Excellence Fellowship, Rutgers University (2008–09, 2011–12); Adolfo Snaidas Prize for best essay, Department of Spanish and Portuguese, Rutgers University (2010).
<b>Wiseman, David</b>	<b>Department of Humanities (Latin America and Iberian Studies Librarian in the Harold B. Lee Library, BYU)</b>
Education:	PhD., Vanderbilt University (Hispanic Literature), 2010; M.A., Brigham Young University (Spanish American Literature), 2007; B.A., Brigham Young University (Spanish), 2004; B.A., Brigham Young University (English), 2004.
Academic Experience:	Latin America and Iberian Studies Librarian, Brigham Young University, 2014–Present; Editor-in-Chief. <i>Spanish and Portuguese Review</i> , 2014–present; Managing Editor. <i>Hispania</i> , 2010–2013; Associate Managing Editor. <i>Decimonónica</i> , 2009–2010.
Overseas Experience:	Mexico.
Languages:	Spanish (fluent), Portuguese (conversational).
% of time LAS:	100%
Specialization:	Spanish Literature, Latin American Literature, Library Science
Recent Publications:	"Celebrating Vargas Llosa," <i>Hispania</i> (2011); Book review: Mario Vargas Llosa: La novela como literatura / Mario Vargas Llosa: The Novel as Literature. By Darío Villanueva," <i>Hispania</i> (2012); Book review: El sueño del celta. By Mario Vargas Llosa. <i>Hispania</i> (2011)

<b>Witherspoon, Tomoe</b>	<b>Department of Spanish and Portuguese (Instructor, untenured)</b>
Education:	M.A., Brigham Young University (Spanish), 1979; B.A., Brigham Young University (Spanish), 1976.
Academic Experience:	Instructor, Brigham Young University, 1998–2011; CLS: Guarani Instructor, 2002–2011; Translator/writer/owner, L&T Printing and Translations, 1996–1997; Instructor, Utah Valley University, 1994–1996; Instructor/Translator/Writer Missionary Training Center, 1982–1984, 1971–1979; Instructor, Brigham Young University, 1981–1982, 1976–1979.
Overseas Experience:	Brazil, Paraguay.
Languages:	Guaraní-Spanish (native speaker), Portuguese (fluent), Japanese (fluent), French (conversational).
Pedagogy Training:	S&P department mandatory language pedagogy training held each semester (see Section 4.C.b).
% of time LAS:	100%
LAS Courses Taught:	Advanced language and Culture: Guaraní, Third-year Spanish Reading, Grammar and Culture.
Specialization:	Guaraní, Spanish.
<b>Worthen, Kevin</b>	<b>Brigham Young University (President)</b>
Education:	J.D., J Reuben Clark Law School (Law), 1982; B.A., Brigham Young University (Political Science), 1979.
Academic Experience:	President, Brigham Young University, 2014–Present; Hugh W. Colton Professor of Law, 2006–Present; Dean, J. Reuben Clark Law School, Brigham Young University, 2004–2008; Associate Dean, J. Reuben Clark Law School, Brigham Young University, 1999–2004; Professor of Law, Brigham Young University, 1992–2006; Associate Professor, Brigham Young University, 1990–1992; Assistant Professor, Brigham Young University, 1987–1990; Presenter and Author, “La Libertad Religiosa en el Derecho Internacional: Implicaciones Por el Perú,” Lima, Peru, (1998).
Overseas Experience:	Chile, Mexico.
Languages:	Spanish (fluent).
% of time LAS:	25%
LAS Courses Taught:	Rights of Indigenous Peoples in International and Comparative Law.
Specialization:	Federal Indian Law, Impact of Law on Indigenous People, International Law, Constitutional Law, State and Government Law.
Recent Publications:	“Eagle Feathers and Equality: Lessons on Religious Exceptions from the Native American Perspective,” <i>Colo. L. Rev.</i> (2005); “The Role of International Law,” <i>Cohen’s Handbook of Federal Indian Law</i> (2005); “Federal Court Subject Matter Jurisdiction,” <i>Cohen’s Handbook of Federal Indian Law</i> 2005; “Who’s In Charge Here? Tribal, State, and Federal Authority Over Non-Indian Resource Development in Indian Country,” <i>Rocky Mt. Min. L. Rev.</i> (2001).
Distinctions:	Fulbright Scholar, University of Chile, Santiago, Chile, 1994.

<b>Wright, John</b>	<b>Harold B. Lee Library (Senior Librarian, tenured)</b>
Education:	MLS., Brigham Young University, 1989; B.A., Brigham Young University, (Humanities) 1987.
Academic Experience:	Authorities Librarian, Cataloging Services Department, Harold B. Lee Library (2013–present), Head, Cataloging Services Department, Harold B. Lee Library (2007–13), Head, Area Studies and Authorities Section, Catalog Department, Harold B. Lee Library, (2005–07) Spanish Language Cataloger, Catalog Department, Harold B. Lee Library (1995–Present).
Overseas Experience:	Mexico.
Languages:	Spanish (fluent).
% of time LAS:	75%
Specialization:	Latin American library collection.
Recent Publications:	Editor of <i>Encounter, Engagement and Exchange: How Native Populations of the Americas Transformed the World</i> . Papers of the Fifty-third Annual Meeting of the Seminar of the Acquisition of Latin American Library Materials, New Orleans, Louisiana (2008).
Distinctions:	SALALM 2014 Chair (Local Arrangements Committee), Indexer for <i>Hispanic American Periodical Index</i> (HAPI) (1996–present).
<b>Wright, Mark</b>	<b>Department of Religion (Assistant Professor, untenured)</b>
Education:	Ph.D., UC Riverside (Anthropology), 2011; M.S., UCLA (Anthropology), 2004; B.S. UC Riverside (Anthropology), 2003.
Academic Experience:	Assistant Professor, Brigham Young University (2012–present) ; Presenter and Author, University of Nottingham, 2013; Presenter and Author, The Neal A. Maxwell Institute for Religious Scholarship, 2013; Presenter and Author, Museum of People and Cultures, 2012; Presenter and Author, Interpreter Foundation, 2012.
Overseas Experience:	Guatemala, Honduras, Belize.
Languages:	Spanish (fluent), Modern Yucatec Mayan (reading), Ancient Maya Hieroglyphs (reading).
% of time LAS:	50%
Specialization:	Classic-period Mayan rulership, Mesoamerica writing systems.
Recent Publications:	“The Culture Tapestry of Mesoamerica,” Neal A. Maxwell Institute for Religious Scholarship (2013); “The Flower and Song of the Mexican Codices,” <i>Latin American Indian Literatures Journal</i> (in press); <i>A Study of Classic Maya Rulership</i> , PhD Dissertation, 2011, Department of Anthropology, UC Riverside.
Distinctions:	FLAS recipient, UNC Chapel Hill, 2009; FLAS recipient, UNC Chapel Hill, 2010.

## Affiliated Centers

### Kennedy Center Administrators/Staff

<b>Christiansen, Brenda</b>	<b>FLAS Coordinator</b>
Education:	Ph.D., Massachusetts Institute of Technology 1992; B.A., University of Manitoba, Canada, 1981. Completed all course work in evaluation and examination preparation.
Academic Experience:	Study Abroad Faculty, BYU London Center, 2004; Foreign Language & Area Studies Scholarship (FLAS) Advisor, 2012-Present.
% of time LAS:	25%
Specialization:	Development and problem-solving/design skills; student learning and creative design problems.
Distinctions:	Full Tuition Scholarship, Massachusetts Institute of Technology, 1985-1987; Outstanding Student Award, American Institute of Certified Planners, 1985; Graduate Fellowship, University of Manitoba, 1984-1985; Alumni Association Scholarship, University of Manitoba, 1979, 1980.
<b>Elliot, Timothy Lynn</b>	<b>David M. Kennedy Center (Director of International Programs)</b>
Education:	Ph.D., University of Virginia (Philosophy of Foreign Affairs), 1991; M.A., Brigham Young University (International Relations), 1987; B.A., Brigham Young University (Economics), 1985.
Academic Experience:	Director, International Programs, Brigham Young University, 2004–Present; Adjunct Professor, Brigham Young University, 1989–Present; Chair, Education Abroad Regulatory Practice Committee of NAFSA, 2009–2012; Associate Director, International Center, Brigham Young University, Utah Valley University, 2001–2004; Coordinator Performance Tours, Brigham Young University, 1992–2001; Adjunct Professor, Utah Valley University, 2001–2004.
% of time LAS:	25%
LAS Courses Taught:	International Relations, Comparative Government, American Foreign Policy, American Government, American and European History, Political Philosophy.
Specialization:	International Study Program management and development.
Recent Publications:	“Student Health and Safety Abroad: Collaborations between Faculty and Staff,” <i>NAFSA Webinar</i> (2013); “Designing Effective Student Learning Outcomes for Education Abroad,” <i>Council on International Education Exchange</i> , Minnesota (2013); <i>The Ideal Study Abroad Text</i> ,” Review of Global Studies Literature (2013).
Distinctions:	Fulbright International Education Administrator’s Program, France, October 2013; DuPont Foundation Fellowship, University of Virginia, 1987–1988;.

<b>Holiday, Steven</b>	<b>David M. Kennedy Center (Staff, Publications Coordinator)</b>
Education:	M.A., Brigham Young University (Mass Communication), 2015 (estimated); B.A., Brigham Young University (Communications, Interpersonal and Organizational emphasis), 2007.
Academic Experience:	Publications Coordinator, Intercultural Outreach 2013–Present; Presenter and Author, Montreal, Canada, 2014; Presenter and Author, Salt Lake City, 2014, Presenter and Author, Arizona, 2013; Presenter and Author, Colorado, 2013.
Overseas Experience:	Mexico.
% of time LAS:	25%
Specialization:	Outreach for Kennedy Center for International Studies.
Distinctions:	Academic Scholarship, 2013-2014; BYU-Idaho Eliza R. Snow Society Theatre Arts Scholarship, 2005. Official Selection for the Old Pueblo Playwrights, Arizona, 2013; Semi-finalist for the Pick of the Vine Festival, California, 2013; Arizona Playwright Award, Arizona, 2013; Winner of the Skold Winter Writing Contest, Utah, 1998.
<b>Larsen, Kirk</b>	<b>David M. Kennedy Center (Associate Professor, tenured; Director of Academic Programs and Research)</b>
Education:	Ph.D., Harvard University (History), 2000; M.A., Harvard University (regional Studies, East Asia), 1994; B.A., Brigham Young University (Asian Studies), 1992.
Academic Experience:	Director, Academic Programs and Research, Brigham Young University, 2012–Present; Associate Professor, History Department, Brigham Young University, 2008–Present; Associate Professor of History and International Affairs, George Washington University, DC, 2006–2008;
Overseas Experience:	South Korea, Taiwan, China.
% of time LAS:	25%
Specialization:	Director of Academic Programs and Research Kennedy Center for International Studies.

<b>Leonard, Cory</b>	<b>David M. Kennedy Center for International Studies (Assistant Director)</b>
Education:	M.P.A., Brigham Young University, 1997; B.A., Brigham Young University, 1994.
Academic Experience:	Assistant Director, David M Kennedy Center for International Studies, Brigham Young University (2001–present); advisory Board Member, World Family Policy Center (1997–present); Coordinator of Student Programs, David M. Kennedy Center for International Studies (1996–01); Research Assistant, Center for Visual Communications, Utah Valley State College (1993–94).
Overseas Experience:	Brazil.
Languages:	Portuguese (fluent), French (conversational).
% of time LAS:	25%
LAS Courses Taught:	Cultural Survey, KC Lecture Series, M U N Preparation, Intercultural Outreach Prep, Topics in IAS, Topics in International Relations.
Specialization:	Outreach for international and area studies programs at BYU.
Recent Publications:	<i>Citizen Diplomacy</i> , third edition (anticipated publication Summer 2013), <i>Journal of International Organization Studies</i> , managing editor, 2010–present; <i>Beyond the Border</i> film series, co-produced with Combat Films & Research, 2004–present; <i>Understanding the World: The Individual in a Global Society</i> . Iowa: Kendall/Hunt, 2002; <i>International Career Opportunities</i> , Brigham Young University, 2nd Edition 2000.
Distinctions:	U.S. Department of Education, Title VI grant, \$1.2m, outreach coordinator (2010–present); U.S. Department of Education, Title VI grant, \$1.2m, outreach coordinator (2003–06)
<b>Ringer, Jeffrey</b>	<b>David M. Kennedy Center (Director)</b>
Education:	PhD., University of Colorado Boulder (Political Science), 1990; M.A., Brigham Young University (International Relations), 1986; B.A., Brigham Young University (Political Science), 1984.
Academic Experience:	Director, David M. Kennedy Center for International Studies, Brigham Young University, 2002–Present; Director, China Teachers Program, Brigham Young University, 1992–Present; Associate Director, David M. Kennedy Center, Brigham Young University, 1997–2002; Instructor, Political Science, Brigham Young University, 1992–Present; Faculty Director, London Study Abroad, 2000, 2004, 2007; Assistant Director David M. Kennedy, Brigham Young University, 1992–1997; Visiting Instructor, Brigham Young University, 1990–1992; Director, Brigham Young University Washington Seminar Program, 1991; Presenter and Author, London, 1989.
Overseas Experience:	Korea, Asia.
% of time LAS:	25%
LAS Courses Taught:	US Foreign Policy, International Relations.
Specialization:	Director of Kennedy Center, International and Area Studies.
Recent Publications:	Book review, <i>Political Science Quarterly</i> (2011); “China, <i>Proceedings of the 7th Annual Conference of the International Society</i> ” (1997).

## Center for Language Studies Administrators

<b>Clifford, Ray</b>	<b>College of Humanities (Associate Dean)</b>
Education:	Ph.D., University of Minnesota (Second Language Education), 1977; M.A., Brigham Young University (German Teaching), 1970; B.A., Brigham Young University (German), 1968.
Academic Experience:	Associate Dean, Humanities, Brigham Young University, 2005–Present; Director, Center for Language Studies, Brigham Young University 2004–Present; Presenter and Author, California, 2014; Presenter and Author, Belgium, 2014; Presenter and Author, Oregon, 2014; Presenter and Author, Virginia, 2014; Chair, NATO Bureau for International Language Coordinator, 1996–2008.
Overseas Experience:	NATO countries.
% of time LAS:	25%
Specialization	Second Language Education.
Recent Publications:	“L1, L2, and Cognitive Development: Exploring Relationships,” Georgetown University Press (2014); “Empirical Validation of Reading Proficiency Guidelines,” <i>Foreign Language Annals</i> (2013); “It is Easier to Malign tests than It is to Align Tests,” <i>Aligning Frameworks of Reference in Language Testing</i> (2012).
Distinctions:	Language Flagship Leadership Award, 2004; Elected President of the Joint National Committee for Languages, 2012–2014; Elected as President of Board of Directors for ACTFL, 2007–2009; Awarded Seal Medallion for Meritorious Service, National Foreign Intelligence Community, 2004.
<b>Welch, Agnes</b>	<b>College of Humanities (Program Manager)</b>
Education:	B.A., Brigham Young University (Business Management), 1979; MPA, Marriot School of Management, Brigham Young University (Public Administration), 2011.
Academic Experience:	Program manager, Center for Language Studies, Brigham Young University, Coordinator, Second Language Teaching MA program; Supervisor, Foreign Language adjunct faculty development.
Overseas Experience:	Asia.
% of time LAS:	25%
Specialization:	Center for Language Studies, LCTL Administration.

June 19, 2014

Title VI National Resource Center and  
Foreign Language and Area Studies Programs  
U.S. Department of Education  
Washington D.C

To Whom It May Concern:

We are pleased to confirm our enthusiastic support for the consortium application from the University of Utah and Brigham Young University for funding as a Title VI National Resource Center for Latin American Studies. The creation of the Intermountain Consortium for Latin American Studies (IMCLAS) has greatly enriched teaching and research, deepened ties between faculty and students at our two universities, and enhanced our coordination of outreach to other institutions in the state, including K-12 schools and community colleges.

The University of Utah is the flagship institution of higher education in a state that is leading the country in forging a model of K-16 language education that starts with Dual Language Immersion in elementary school and culminates in advanced language study at the university level. One of the hallmarks of our internationalization effort is the belief that access to language study should be universal and that this effort goes hand in hand with our mission to increase the diversity of our student body. The bilingualism of a significant proportion of Utah's Latino, Asian, and Pacific Islander student population is a tremendous asset for our globalization project, providing a foundation for advanced professional language and area studies degrees and overall college success.

With the creation in 2013 of a new Office of Global Engagement headed by a Chief Global Officer, the University of Utah has deepened its commitment to graduating globally competent students with the linguistic and professional skills required to excel in today's world. Latin America constitutes a central focus of the university's internationalization efforts. In 2009, the university established the first tenure-track faculty line in Portuguese language and literature, the critical first step in the creation of a robust Portuguese program, a central feature of high quality Latin American Studies programs nation-wide. Subsequently, Latin American Studies also received funds from the College of Humanities for Portuguese program development (\$40,000/year for three years), including the creation of a minor in Portuguese and Brazilian Studies (effective fall 2011). As Latin American Studies began preparations to apply to the Department of Education Undergraduate Foreign Language and Areas Studies (UISFL) grant, the Office of the Vice President for Research provided additional resources for general program development

(\$20,000/year for three years) and, when the grant was awarded (2012-14), the mandatory formal one-to-one matching (\$137,000).

In support of the current application, the university has committed the following support to the Center of Latin American Studies:

- \$40,000 salary plus benefits for a Portuguese language lecturer
- \$28,000 plus benefits for two Latin American Studies Language across the Curriculum TA lines
- \$20,000 in program support for the Center for Latin American Studies
- \$19,000 salary plus benefits for .5 FTE of International Program K-16 Outreach Coordinator (shared with Asia Center and matched in NRC grant)
- \$15,000 salary plus benefits for one third of the salary of a Coordinator for FLAS and Culture and Language Across the Curriculum (shared with Asia Center and matched in NRC grant)

In sum, the central administration of the University of Utah is committed to the ongoing success and growth of the Center for Latin American Studies.

Sincerely,



David W. Pershing  
President



Ruth Watkins  
Senior Vice President for Academic Affairs



Mark Bergstrom, Dean  
College of Humanities

/jd

SANDRA ROGERS  
*International Vice President*



June 17, 2014

To Whom It May Concern:

The Latin American Studies program at Brigham Young University (BYU) and the Center for Latin American Studies at the University of Utah (UofU) have applied for funding for a Title VI National Resource Center and Foreign Language and Area Studies Fellowships in order to create the Intermountain Consortium for Latin American Studies (IMCLAS). As members of the Brigham Young University (BYU) International and Area Studies Council we endorse this unique public-private collaboration to develop our curricula, increase course offerings, and strengthen our outreach programs.

BYU has a unique student population that already possesses advanced language skills and significant international experience. The Department of Spanish and Portuguese runs the largest Portuguese program in the United States and has the largest enrollment numbers in upper-division Spanish courses of any U.S. institution. Support for these languages is widespread as over 25% of BYU faculty in departments and colleges across campus speak Spanish and/or Portuguese as a 2<sup>nd</sup> (or 3<sup>rd</sup>) language.

Title VI and FLAS funding builds on BYU's existing strengths by magnifying language resources and expanding curriculum choices for students. An enhanced Latin American Studies curriculum and FLAS fellowships propel our already advanced students toward attaining professional expertise in language and area studies that is of critical national significance. Surveys of alumni reveal that we prepare high caliber talent that pursues careers in academia, government, foreign affairs, and in the private sector. BYU has a growing number of graduates from its McKay School of Education who are qualified to teach in Utah's thriving public school dual language immersion programs. We recently introduced a dual language immersion teaching minor to address a growing demand for teachers in this area and Title VI funds will enable us to better prepare Portuguese-speaking educators while providing a model for other states that hope to pursue dual language immersion education.

One of BYU's core competencies is the 70% of undergraduates who report speaking a second language—a much higher percentage than the national norm. Its foreign language departments and the Center for Language Studies (CLS) stretch to meet the growing demand for intermediate and advanced level instruction in over sixty common and less commonly taught languages (LCTL). Over the four-year cycle of the proposed Title VI grant, we will introduce a three-year sequence in Haitian Creole, and we will expand K'iche to first and second year, Guaraní to a full year of advanced instruction, and Ecuadorian Quechua to a full two-year sequence with an additional semester of third-year advanced instruction. Funding for faculty and course development will ensure quality instruction in these evolving areas that are important to our Latin American Studies program.

To Whom It May Concern  
June 17, 2014  
Page 2

BYU's commitment to its area studies curriculum and outreach is exemplified by support for the David M. Kennedy Center for International Studies that hosts our area studies programs, international education initiatives (study abroad and internships is over 40 countries), related outreach programs with local schools, and the Ambassador Lecture Series that during the last two decades has hosted over 125 ambassadors and senior government officials from around the world to interact with students and the public.

Excellence in language pedagogy and the breadth of LCTL curriculum are hallmarks of BYUs internationalization projects. The CLS assists the various language departments at BYU and the UofU in creating evaluation and assessment plans that measure program learning objectives, allow for data-driven decision making, and support program improvement reviews. The CLS also trains examiners for and administers standardized (ACTFL) language exams for students at BYU.

With broad faculty expertise, language offerings, and Latin American Studies curricula in place, Title VI funding will be used to enhance existing capabilities rather than being devoted to startup costs. Our goal is to build upon our comparative advantage and produce graduates prepared to make enduring contributions in government service, academia and industry. We are committed to provide the institutional support necessary to ensure the continued growth of the Brigham Young University-University of Utah Intermountain Consortium for Latin American Studies as a regional and national center of excellence for Latin American Studies.

Sincerely,

A handwritten signature in black ink, reading "Sandra Rogers", followed by a long horizontal flourish.

Sandra Rogers, International Vice President, for the International and Area Studies Committee,  
Brigham Young University

Benjamin Ogles, Dean, College of Family, Home, and Social Sciences

John Rosenberg, Dean, College of Humanities

Jeffrey Ringer, Director, Kennedy Center for International Studies

June 25, 2014

Department of Education  
Title VI National Resource Center and  
Foreign Language and Area Studies Programs

To Whom It May Concern:

As Interim President of Salt Lake Community College, I am writing to express my enthusiastic support of the Intermountain Consortium for Latin American Studies (IMCLAS) application for funding as a Title VI National Resource Center for Latin America.

Salt Lake Community College (SLCC) is the largest community college in Utah and one of the largest in the nation, serving more than 60,000 students on ten campuses and through online courses. We have the most diverse student body of any institution of higher education in the state, with ethnic and racial minorities comprising 21.26% of students during Fall Semester 2013. Seventy-five percent of our students transfer after graduation to four-year degree institutions, the vast majority – more than sixty percent – to the University of Utah, with which we have transfer agreements in order to provide a seamless transition for students.

SLCC's efforts in international education include instruction in world languages, including Spanish and Portuguese, and a range of international and area studies courses that fully articulate with four-year public institutions in the state. In 2011 we prepared "An Academic Plan for International and Global Learning at SLCC" that established international and global learning as a strategic priority. SLCC currently offers study abroad programs and short-term international faculty exchange programs and has partnerships with eleven institutions in nine countries, including Brazil and Mexico.

The Title VI IMCLAS grant proposal provides SLCC the opportunity to create a sustainable partnership with the University of Utah to build Latin American Studies curriculum and expand the number of students pursuing language study. With NRC funding our new collaborations will include: 1) pedagogy workshops for Spanish and Portuguese language instructors to facilitate articulation with intermediate and advanced language courses at Utah's four-year institutions; and 2) workshops for faculty in the School of Humanities & Social Science to enhance area studies content in courses across the curriculum, including World History and Introduction to Comparative Politics.

Jun 15, 2014

To the United States Department of Education,

I would like to express my strong support on behalf of the University of Utah and Brigham Young University and its Intermountain Consortium for Latin American Studies, which is applying for consideration to be a Title VI National Resource Center for Latin American Studies. The Consortium has already been a strong partner of the state's nationally prominent dual language immersion programs (DLI). The Utah DLI program consists of 118 schools with over 25,000 students statewide, and two prominent Latin American languages are featured: Portuguese, and Spanish.

The US Census Bureau reports that language minority children from Latin America are the fastest growing sector of the Intermountain West school-age population. As members of the educational community, we assume the responsibility to not only meet the needs of this bilingual population, but also expand access to the benefits of multilingualism and multiculturalism to all students K-20. Utah has become one of the leaders of Spanish DLI in the nation. However more importantly, Utah is the clear leader of Portuguese DLI in the nation with over two-thirds of the Portuguese DLI programs, and Utah accounts for approximately thirty percent all students studying Portuguese K-12 in the United States. Brazil has become an emerging economic giant and it is imperative that American students learn Portuguese, and understand Brazilian culture and history.

Building on established research findings, Utah has proposed DLI as the most effective pathway to prepare students for the challenges and opportunities of the 21st century while honoring multilingualism and multiculturalism as sociocultural, cognitive, economic, and political assets. Utah's DLI program is a comprehensive K-12 model, where higher education plays a vital role in the Dual Language Immersion Bridge Program for grades 10-12.

The African proverb, "It takes a village to raise a child" captures the Utah story of mainstreaming dual language immersion for ALL students. This environment of collaboration among community stakeholders including educators, parents, legislators, and economic leaders has nurtured Utah's common goal to prepare all students K-20 for the 21st century.

Thousands of parents have entrusted their children's education to a new vision of education and thousands more will do so in years to come. The fact that this model is being disseminated so broadly only reinforces the need for preparing our universities to pick up where we leave off in public K-12 schools. These DLI students will exit high school and enter universities with Advanced levels of language proficiency. The State of Utah is eager to see our public and private universities prepared to help these students meet the vocational and intellectual challenges for which we have been preparing them. It is vital Utah be awarded a Title VI Resource Center for Latin American Studies. Thank you!

Sincerely,



Gregg Roberts

World Languages & Dual Language Immersion Specialist



	<p>Provide support for annual language fair for Port DLI students</p> <p>Facilitate student attendance at Brazilian cultural performances</p>								
<p>Increase the number of professional development opportunities (e.g., training and workshops) for pre and in-service educators in K12, community college and Title III institutions</p>	<p>Develop two year workshop series for AP Art History teachers</p> <p>Develop an annual teacher training workshop on LAS</p> <p>Provide training in LAS for Paraprofessional educators who work directly at Title I schools</p> <p>Provide pedagogical workshops for Spanish and Portuguese instructors at UVU and SLCC</p> <p>Provide training workshops on LAS for Humanities and Social Science instructors at UVU and SLCC</p>								
<p>Increase participation in outreach and dissemination activities</p>	<p>Strengthen language and area studies content in the West Side Pathways college preparatory program</p> <p>Attend national CLASP meeting and support award program</p>								

	<p>Provide support for national DLI conference, and organize events hosted by colleges of ed at UU, BYU, and UVU to recruit Port DLI teachers</p> <p>Collaborate with local organizations to offer local Mexican arts programming</p>								
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2. Increase the number of undergraduate and graduate students enrolled in quality intermediate and advanced language courses									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Increase the number of students completing intermediate and advanced courses in LCTLs.	<p>Develop new courses in LCTLs</p> <p>Offer courses in LCTLs through distance learning and provide student assistants for distance learning classrooms</p> <p>Create a study abroad program in Ecuador that offers intermediate and advanced courses</p>								
Increase the number of students completing quality advanced courses across the curriculum (e.g., history, political science, and law)	<p>Develop new discipline specific courses taught in advanced Spanish or Portuguese</p> <p>Develop pedagogy workshops for instructors of</p>								

	CLAC courses								
	Offer faculty development workshops to enhance course quality								

### 3. Increase the number of students in social sciences and professional programs who enroll in language, area studies, and international study abroad and internship courses

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Increase number of students pursuing joint degree and certificate programs in LAS	Develop undergrad and grad certificates in LAS  Create, enhance and offer courses for degree and certificate programs in LAS								
Increase availability of curricular and extra-curricular activities for undergraduate and graduate students to link LAS to careers	Embed LAS cultural training in the Health Sciences Interprofessional Education Program  Create a service learning/study abroad for nurse-midwifery program  Develop two new History courses linked to professions  Create internships for law students  Host faculty and student workshops in the Philosophy of Biology and in Political Science								

#### 4. Strengthen Indigenous Studies

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Increase the amount of available curricular materials for LCTL courses	<p>Develop pedagogical grammar for first and second year Ecuadorian Quechua</p> <p>Develop high quality English language curricular materials for Nahuatl</p> <p>Create OPI assessment measures for Nahuatl and Guaraní</p>								
Increase number of students enrolled in courses on indigenous studies	Develop history course on Mesoamerica and the Andes After the Conquest								
Increase the number of professional development opportunities and activities related to indigenous studies	<p>Provide pedagogy workshops for Nahuatl native-language instructors</p> <p>Provide training for faculty to incorporate indigenous studies content into courses</p> <p>Support national conferences on indigenous languages and cultures of LA</p>								